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ABSTRACT

Twenty-nine speeches presented at a five-state (Oklahoma, Arkansas, Texas, Louisiana, New Mexico) conference are contained in this report. A wide range of vocational education topics are covered including working with the disadvantaged, development and improvement of vocational-technical programs, personnel and staff development, and the role of minorities in vocational education. Some representative titles are "New Curriculum Materials for the Disadvantaged," "Program Development Workshop," "Recruitment and Development of Vocational-Technical Personnel from Minority Backgrounds," "Emerging Role of Women in Vocational-Technical Education," and "Itinerant Teacher Trainer for Agricultural Education." (BL)

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# U.S. OFFICE OF EDUCATION REGION VI CONFERENCE for VOCATIONAL-TECHNICAL EDUCATION

Arlington
Texas

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**October 8 - 11, 1974**

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## Bill Cummens

### U.S. Office of Education, Region VI

The timing for this conference is great with the opportunity to assemble here, but also the opportunity to take advantage of some things that are going on in the area. The state fair is going on. Some of you might like to stay over the weekend. We are real pleased that you could come to Arlington and engage in the third annual EPDA conference. I was talking to Joe Neely as we came in and we were amazed at the group that we have represented here. I do not know of a forum involved in the state with education officials and of course teacher educators all gathered in a single place purposely to work and to involve themselves in vocational education. I doubt that you will ever see in any other region a group of people that represent their states, their universities, and their agencies as well as you out there in the audience.

This conference sometimes takes some different directions, particularly on that first day. If we get by the first day we are always in good shape. Mr. Baca, the Commissioner of Education, and Mr. Browning, the Director of our bureau, could not be here this morning. Mr. Browning will be with us tomorrow. We had some things come up in our regional office that just demanded their attention. I want to say in welcoming you that you are attending probably the most democratic conference that you will ever attend. This is hosted, of course, by Texas and the Texas Education Agency working with the Service Center, Billy Pope's organization. The real planning on this conference took place back in the spring with representatives of each of the five states represented in this region. For that reason, if you will look on the front of your program you will see the area of representation that is here for this conference. Ladies and gentlemen that is what we call a Region Six. There are ten of those regions in the United States and Region Six, of course, is the best one. It is a southwest region. It has a broad diversity for vocational education and we believe and you believe, I am sure, that we have the best region in the nation. We want to welcome you. Feel at home.

This is probably the best conference that we have in this five state region because it gives a real opportunity for an interchange between you at the state level and it involves these training institutions and state officials. You will never see a forum any stronger than the forum represented in this room. We are pleased, delighted, and most appreciative that you took your time to attend. Thank you.

## Joe B. Neely

### Texas Education Agency

Thank you very much Arch. Before the meeting started, I asked Burl, "Are you in the glide pattern yet?" You mentioned us as being senior citizens or senior leaders. It makes us feel fine to be in a glider pattern. There has been vocational education for a long time. This is one of the finest groups I have seen assembled in a meeting of this type. All over this conference, you don't use the shotgun approach, you use a single shot.

I am firmly convinced that the success of vocational education in this state of this nation has been broadly accepted by all people in all communities and all regions in the state. The complete success of this is the teacher training institution. I am firmly convinced of this. We have a different clientele, we have a different group of people, we have programs now that are people oriented and not programs oriented. So I think it is time now that we work together as a group and make a concerted effort on the teacher training and prepare our teachers to teach the youngsters of the nation, as well as this state, as well as this region. I think vocational education has done a good job showing their accomplishments. We definitely should show our needs. Whether it is inservice, preservice, training, retraining, or upbringing, I think it is a challenge for the teacher training institute and I hope that you meet this challenge by consideration of the involvement of all the discipline in inservice and preservice education. I think it should be very flexible to meet the personal needs of the people we are training for occupational education.

Then I think a very important facet is the role of our advisory council. I think we should all go back to our respective six states and ask for support, recommendation, and advice for advisory to get us involved more in industry. I don't know how it is in your state, but in this state we are more and more getting industry involved. The involvement of industry is the secret for our success. I look on our teachers and vocational educators as well as the teacher trainers of those who fill prescriptions to serve the needs of industry. Then we are going to have to find some ways of involving and utilizing our minorities in the teacher training program. This is very important and a key factor. I hope that you give us some advice and direction at the end of this conference. We have the Chicano, we have our Blacks, and we have our women, and more and more should they be involved in the program.

I think we as state people and you as teacher trainers should be involved in proposal planning and restructuring of the program based on needs. We should try programs that are exemplary, a new approach to teaching, and a new approach for learning. It is our responsibility in the state department to set up a vast planning system, data collection, and programs to meet needs of education of this state. We cannot continue to teach vocational education as we have since 1917. There must be a change because now we have a different clientele. We have kiddos that turn off the secondary school and we have a gross of vocational education in our secondary institutions.

I hope that you have a nice meeting. We are expecting big results from this meeting. I hope this will be a unified project on meeting a very fine program. Thank you.

## Personnel Exchange Program

Dr. Hiram Goad

Do not be concerned about this book. I brought it along for a specific purpose. This is the background book which contains material generated by this project and will serve as the primary source for a final report which will be prepared in the next few months and will be available. On your desks are samples of two brochures which were prepared in connection with this project and gives some importance about it. It also gives the address, should you want a copy of the final report. If you will drop us a note to the address contained in these two brochures we will be very glad to send you one.

In beginning this project, we determined that we would contact those people in industry and business who are most closely parallel to activities of vocational and technical educators. That is, the training directors in business and industry. Through their professional association, the American Society for Training and Development, other trade associations and professional groups, we were very quickly able to get together a group of 23 people in the first few weeks of the project operation to serve as an advisory group. In that advisory council, there are three teacher training institutes represented and I believe perhaps they are here today; ETSU, University of Houston, and Texas A&M University.

The problems in industry and business training are very similar. Often the setting is very similar to that in the education environment. We found it was easy to talk in common terms. We found there was very great desire to assist in upgrading teacher and instructor programs and general equipment facilities and so forth. The industry business response has been very good. We were able to have something over 100 vocational and technical teachers in various training situations throughout this year, primarily in the summer. As a result of the citizen advisory council activities, with the very strong support of the State Department of Education of Texas, the vocational education and technology division, which had responsibility for vocational education both for the public schools and community colleges, we were able to hammer it out.

The development of the state plan for personnel exchange has been accomplished. It was aired at a national conference in Denver of EPDA. I believe there were 11 states there. Dr. Schreiner presented this plan. It was evaluated there and it has been refined and has been submitted in the form of written recommendations to the Texas Education Agency. We feel there will be a chance of substantial implementation within the next year or so. Essentially we recommended, as a result of this project activities, that a salary continuation plan of some sort be provided for teachers that would participate.

The matter of getting vocational and technical teachers into industry is relatively easy. In this state there is a very favorable climate for that. The matter of getting technical specialists and other industry and businesses into the education environment is something which requires some additional

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effort and perhaps legislative correcting action of the part of the State Department of Education.

It is very difficult in four or five minutes to sum up the activities of the project, but if you are interested in details of it, we do have them available. We have had an excellent response, for example, from the presentation made to the National Advisory Council for vocational education in one of their regional hearings. We have had very favorable responses from our own State Board of Education. The chairman of which worked with our groups in one of our regional meetings. Our state advisory council has interested itself in this group. We feel very fortunate, I do, as a private director, to have had the opportunity to work out of the State Department of Education and with the support of people like Mr. Neely, Dr. Schreiner, and the professional staff. It has made project operations a lot easier. The next time I am project director, I would like to recommend the same type of environment. It makes it a lot easier.

One of the activities of the council which we will show you, this is still a prototype, the production of the sound slide presentation. This was funded by one of the companies in Texas, the Developmental Board in the state which you now see it. It has been reviewed by two or three groups in the state and will be again reviewed and will then be published and copies made available to our 20 service centers in the state for showing by vocational educators, primarily to industry groups and to vocational educators who are interested in this concept of personnel exchange. This film focuses on change in the need for updating and you will hear some of the narrative that it itself needs some updating and that will be done. Thank you very much for the opportunity and if I can answer specific questions on this project at any time, please get in touch with me.

# New Curriculum Materials for the Disadvantaged

Mary Galvan

I am glad to talk to you briefly this morning about Joe Neely's favorite subject. I am glad to notice that the education of the disadvantaged is at the beginning of the program instead of on the tail end of the program where it usually is. Some ten years ago, Texas started with a tentative six pilot programs for coordination of vocational academic education in the state and now we are working well over a thousand units and something like 250 school districts in the state of Texas.

CVAE, from the very beginning, was an answer to the administration's prayer. In the first place, it was a place to put all of the rotten kids in school. We siphoned those off. We got into CVAE and sent them to a few teachers who were selected, one way or another, to take care of our needs or at least to keep the hysteria down through the year. It was several years before some people got the idea, that if we are going to have a statewide program for these rotten apples, we better get it down on paper and get something organized so that we can handle it. Consequently, for a period of about ten years, there has been a development of a curriculum for disadvantaged and vocational students. I have two colleagues in the rear of the room right now, who will be passing among you with some papers, for you to look at while I talk. They started a number of years ago developing at East Texas State, a curriculum for the vocational end of CVAE. This program has trained hundreds of teachers over the last several years to deal specifically with the disadvantaged students. It has produced about six or eight guides for the various clusters, metal trade, homemaking, etc. The various clusters, that are studied by CVAE students and a number of institutes, are staff development programs, which Mr. Tilton and his staff have conducted over the past several years.

Last September, with funding from the agency, we finally got into the academic area. I guess the subtitle for what I am going to talk about this morning is "An Attempt to Get it All Together." That is about what we are about. A year ago, the agency funded a project which would develop the curriculum for the academic wing of CVAE and will get it into all of the CVAE units in the state. We, wisely, I think, started with three different components of the program. First, there was the development of curriculum guides or teacher guides, which you will find in the left hand column of this. The second column is the teaching education wing and the third component is local staff development. Briefly, what happened was this. We felt from the beginning that we should involve as many school people, administrators, teachers, people who could help us, as we possibly could. We involved a number of service centers, four to be exact. Each of the four service centers was charged with the responsibility of hiring a director of curriculum guide and that person was entitled to hire five writers to put on the team from last year. When you start talking about what did the teacher guide or what does the beginning curriculum look like, for the disadvantaged studying in the fields of English, social studies, mathematics and science, you have got a problem. These guide writers absolutely turned out something that staggers the imagination.

We started in with asking the question, What do you think teachers could use, that would be most helpful in teaching disadvantaged vocational students, in these four subject areas? Each guide writer produced a guide which ranges from 200 pages to something like 325. If we stack the four guides in front of you, it would be a stack of paper like this, an excess of 2,000 pages. There are problems with those guides and the guides are being validated and revised this year. What is important about this mass of paper, is this. There is more paper, there are more activities, there are more different ways of approaching these different subject areas available to CVAE academic teachers than you ever dreamed of before. For the first time, math teachers have enough student paper, I mean student activities, available to them, in a guide that is that thick. They have enough paper right now, if they care to, they can throw away the adopted textbook and go ahead and teach from that guide and a number of teachers are doing exactly that. The English guide, as a matter of fact, will have the literature unit that says a student may study literature if he cannot read a word, because at level one, he has the things read to him or at level 10, he can pick up a novel and read it all by himself, if he wants to.

There is this wide range of devices that are now inside that guide. What has to take place this year, is a revision of guides, to find out which of the activities work and which of the activities do not work, as well to get rid of the worst and put some of the best in there and organize it into a better form.

The other thing that has to be done to the guide and this is just a matter of let's all cross our fingers and hope that it is going to work. I am now teamed with a skill retired vocational teacher who has got time on his hands and I think he is the greatest brain I ever saw. He is just a wonderful person. He is a black vocational teacher, who has taught at least three or four of the clusters, and knows all the rest of them. He has worked intimately with disadvantaged students over a period of 40 years or more. Charlie and I are now teamed looking at all the vocational literature that we can find and these guides on finding where the match between it is. You know that it has never been done. It has never been done. Charlie and I are working on the basis that it is very easy for the vocational teachers to say, If the mathematics teachers had done their job, the kid would not have any problem in measuring this kind of stuff; without stopping to think what the cognitive load of mathematics is, in order to measure the proper amount of fabric to upholster a chair. It is a very heavy cognitive load: and Charlie and I are trying to sort these matters out and put them together, then feed information from the academic side and the vocational side together, to come out with a coordinated kind of guide.

Last year, there was developed in one of the service centers, a thing called subject related effort in which a group of teachers were commissioned responsibilities of writing a bunch of sample units that very carefully related an academic subject, an academic unit, and an academic lesson, that was to be subject to four different things in the student's life. The teachers, who wrote those units, were told to adapt or to relate a lesson to a child's background; the world of working, other subject areas, and the world of leisure. In other words, totally, the world of work. In other words, to show a teacher how to relate a lesson in English or science to all four of these aspects of a youngster's life.

We have had in the last number of years, a number of units which are very skillfully developed in individualized instruction in four of the subject areas. The limitations, as with any project in individualized instruction which depends on hardware, is just so difficult to get quality work into the hardware, that you can do just a very small number of units. What happens is, this total project is working with some pretty good model units in the academic subjects. It was impossible for them to produce a total curriculum in the region one group. What we committed ourselves to doing was that our project would utilize the region one materials where and whenever it was possible.

The second component that I would like to look at in just a moment is the local staff development program that we started last year. The agency funded in four school districts in the state of Texas, a master teacher, whose job it was to find out how to do local staff development with academic teachers in the CVAE program. These master teachers found a way of doing inservice. They could depend on my office, or the guide writers, or any consultants that they wanted to call in, that we could mobilize for them. Each of the master teachers last year wrote a guide on how to do inservice education with academic teachers and we have that now to depend on, when working up our inservice program. These master teachers are still on staff. There are several more that need to be added. The master teachers are working now in the process of validating the guide and getting the revisions made.

As a part of local staff development that Leo has mentioned, there have already been conducted eight institutes for counselors and eight institutes for academic teachers. Coming next month, there will be eight institutes for high school principals. The associate is a very wise one. You can start working on a curriculum for CVAE students without working at all levels of the administration. In other words, it is still a matter of team work.

The first institutes that we worked with were counselors. What counselors told us was, we want a chance to work with those academic teachers. The academic teachers and the counselors together said, we are not going to get very far until we talk to the principals and superintendents about getting certain things done.

I would like to talk a little bit about that second one, the one about the academic teacher, which was the one which I was actively involved with. We did not know exactly how many teachers we would be working with. We were prepared to work with some 1,200 teachers in the state. We knew that we would have to do it all in the month of June which meant that we had to have four teams working independent of each other, and that the person who would direct the writing of the program, could not have any one staff. We had to be free to fly around to the various institutes to put out fires, which incidently, did blaze. What happened was that a staff of people working with the project sat down together last spring and asked, What do we want to tell academic teachers about CVAE? We listed a bunch of topics that we thought were important and appropriate. Our coordinator, at East Texas State, Dr. Webb Jones commented, How many semesters do you plan teaching all that stuff? Anyway, we sat down and we confirmed these goals into very firm behavioral objectives. I mean very firm behavioral objectives. We wrote a script for each segment of the program for each objective. We had all the handouts that were common to the institutions. We did all that printing. My office is still a mass of paper. Then, we did an evaluation for every one of these segments and chose a staff from the people who had been working on the project, plus some other people which we knew about and had worked with. The staff of each institute was composed of five people who were crack math teachers, crack science teachers, crack social studies, crack English teachers, and a vocational teacher. Those five teamed up to do the work.

Now, I might have written the script for one of those segments, but the script was carefully enough written that we could hire a person who had never seen the script before and he could study and deliver it as well as I. In other words, the programs were all explorative. We allowed a woman in one of the TASCD local units to come in and say, we would like you to do a mini-program, a mini institute from that one. I said fine. There is the syllabus. Go through and pick out any number of objectives that you think we can do in a day and we will put them on the program. It is a matter of structuring an inservice program so that we can offer it to hundreds and hundreds of teachers over a period of years and then go ahead.

The third component is the one that we are really developing at East Texas State. We have hired in the state three teacher trainers. They are now placed at North Texas State rather than East Texas State, the University of Houston rather than Texas A&M, and one at Pan American University at Edinburgh. These teacher trainers are coordinated with the validation units, I understand, and they are conducting inservice training, teaching university courses, etc. to develop the capability of teachers to work.

The unit which we are writing at ETS is the developing of a teacher training program and what it looks like is this. We have arrived at a list of competencies which we think academic teachers of CVAE ought to possess. Then we are writing 20 modules, preparing 20 multi-media modules, which will enable an institution or a group of teachers to learn the competencies. Those competencies are very complex for an academic teacher CVAE student. We have had to set priorities and we have had to say that they are budgeted for 20 modules and that is just what it would be. Number one, those 20 modules have to be durable. Second place, they have to be exportable, they have to go out without any of us. Third thing is, they have to be the 20 modules which get the most mileage out of the competencies which we have established.

Our competencies fall into three catagories and now we get into my own feelings of what should be done for teachers of the disadvantaged. I think teachers with the disadvantaged ought to develop competencies in the following three catagories. The first one is, they ought to be taught how to gather information from students that are different from the average student, learn how to gather enough information from students that they can build on the strength of what these youngsters bring to school with them and go on toward their educational goal. What that involves is teaching teachers first, what very cultural creatures they are and letting teachers come to the conclusion that, look I am a member, I am a product of one culture. I have got a life style, a sense of values, a sense of appropriateness that is characteristic of my culture. I was educated in this same culture. All my teacher training, everything, tells me to react as, that my way is the best way for everyone, and then to say alright, these youngsters may have life styles, they may have value systems, they may have capabilities different from mine. Now, let's find out what they are and on the basis of understanding what the micro-behavior is like. Then we can start saying, I can adapt my kinds of instructions to your particular need.

The hardest thing in this first kind of competency is to get teachers to believe CVAE begins with youngsters coming to the seventh grade. They come to the seventh grade with a number of behaviors which are educable. In other words, to believe first that you can teach practically anything to almost any kid, if you will adapt your method and learn enough about him, that you can build on what he knows. If we can educate teachers to start looking for the differences and the positive aspects of the differences of kids, rather than looking for the deficiencies. There has been a large cop-out in education from the very beginning, of any interest whatsoever in dealing with the disadvantaged. The one cop-out is, if you put these CVAE kids in a class to themselves, they won't bother the brighter kids who are really the ones that are important. Since nobody expects me to do anything with these dumb kids anyway, then I have got a cop-out. What we are telling academic teachers in CVAE right now is, if you cannot educate CVAE kids you cannot cut the mustard in this program. You are there to guarantee their success.

The second catagory of competencies that we are trying to develop, is to learn a whole repertory of strategies of teaching. In other words, beginning with a teacher who says, I cannot teach these kids science because they cannot read the science book. The next question is, How do I teach them science without the science book? It is possible. In fact, it is very likely. In some of the best lessons that any of us know, is the things that we did not learn in the textbooks. Alternative strategy in how to use the media, how to modivate, how to get kids involved in things, how to do small groups rather than single groups, how to teach youngsters to write their own objectives and create their own activities so it produces learning in certain areas. We are working on all of these kinds of strategies now, trying to get into teaching. Simply enlarge a repertory of teaching patterns.

Finally, the third catagory competencies that we are developing is purely curriculum building. The whole thesis of the program of the competency is, you don't set out to build an English curriculum by yourself. The best English curriculum was utilized as an effort from other subject matters and vocational education. We are trying to get across to science teachers that a science unit is stronger because the concept is carefully related to vocational education. It is a better science unit because it has application in a vocational skill. The English unit is a better unit because it contributes to a understanding in another subject field. Social studies unit is a better unit because it helps a youngster function as a citizen in an inter-working world. We are showing them how to cooperate with one another and this has to be taught. Education is always assumed that people will work together if they want to work together. That is not a fact. One of the toughest nuts we have to crack right now is meeting academic and vocational teachers, to sit down and listen to each other long enough to talk well together. It doesn't start on the first day. That is something that needs to be cultivated with people. It is just as much a fault of the academic teachers as it is the vocational teachers and vice versa. We simply have to learn the plan together. There are certain goals that are worthwhile for all kids to learn and our job is to help the kids that are most disadvantaged in the school to achieve those goals. It will take the cooperation of all of us, a better understanding of youngsters and ourselves, than we have ever had before, and a range of strategies and behaviors on the part of teachers, that dazzle the imagination. Thank you.

# Consortium Approach to Vocational-Technical Teacher Training

Bill E. Lovelace

Without spending a great deal of time, I know there are many of you in the audience who are possibly unfamiliar with the education professional development act, and the particular part of the legislation that causes us to be in this audience and causes us to create and address ourselves in vocational education. For that reason I wanted to visit just a moment with you to explain what we are about, what we are attempting to do, and how we function.

The background, of course, on EPDA is that the education professional act came as a section of the higher act designed as far as Part F for vocational education. The approximate level of funding has been around $10,000,000 proportioned through the ten regions of the United States in about three separate sections. We have 552 which is the scholarship type awards, we have 553 which is the general professional development such as we are witnessing here, and 554 which is curriculum development.

Since about 1970, the program of EPDA administered through the state education agencies has been a centralized activity with headquarters in Washington. This past year the determination was made that here is a program that realistically should be decentralized as far as funding and operation is concerned. Headquarters in Washington will retain the policy levels of EPDA.

We have been on the periphery of the education professional development act and its Part F but we have not engaged our staff to directly involve itself in the activities. We had participated in conferences such as this and we had been observant for what you and the states were doing as far as programs were concerned, but we had not been engaged in the activities as directly as we should at the regional office.

The program was decentralized and upon the decentralization of the program it was determined that the proposals and the awards for education professional development would go out on RFP, which means a request for proposals. We quickly got mixed into the activities of how this operates. We had these learning processes. That states had to guide us through our activities really. We found ourselves working directly with the state board member of EPDA and soliciting proposals through the state department of education for conduct proposals.

We were not sure how that was going to work because before that we had been under a regular state allocation with solicited proposals. We came in with the responsibility review with state approval and so forth. We were fearful that possibly some unusual number of these could probably revert and go only to a single state. Luckily, we had a group of very fine leaders that came in to write proposals and came up with some approvals that certainly worked out. The young lady, Peggy Patrick, is in the audience. I think she is the only one in this audience that served in a capacity regional review. I mentioned this to simply call your attention to the fact that EPDA was in a transitional period during this term fiscal year. In some cases, it has been a little difficult and we are most pleased at the way it is being done.

Joe mentions this scatter gun approach. I will never forget as we came into one of our first meetings of this group, probably taking the scatter gun approach to the education professional development, one of the picks was that we had been in session but we had drifted away from the vocational intent of EPDA and the Part F section. I can assure you today that certainly we have come back and are going to stay back, not with a shotgun approach, but a rifle approach on what EPDA can do for vocational education.

Certainly the education professional development act is not designed to take the place of our regular ancillary services offered through teacher education and normally funded through your basic grants program. The education professional development act is intended to go above and beyond and to capture some gaps and bridges that may be omitted and ones that cannot be accomplished through your regular ancillary services. Here is a chance and an opportunity to bridge the divisional program and say, "Here is the thing that is good for all vocational education." Here is a chance to address the thrusts, objectives, and goals of a state plan. As consequence, we have been most fortunate and we are seeing some excellent proposals and some effects of those in action all over the states. We were most fortunate to capture an excess of our normal regional allotment of funds. For this current funding year this region receives $1,162,738.00. Normally the figures would be around $884,000.00, but we are most fortunate that we have instances of two national projects reflected out of this region. We have a continuation of a very excellent management by-objectives program by the Oklahoma State Department. Lloyd Briggs showed us a system of getting money without charging it against our allotment because Dr. Briggs, of Oklahoma State University, has a national project that follows the criteria of EPDA Part F and is under the direction of that program, but happens to be funded out of Part D of higher education. We are most fortunate in having those two national projects reflected from this region as well as a strong variety of EPDA activities that are existing in each of your states and working in close harmony with the thrust of the state plan.

I think we have grown in the education professional development act. We rather traditionally went to the service divisions singulary and said, "Here is the thing." We have this opportunity to serve and teach our administration to develop leadership. I think we have grown beyond that now. What we are saying is let's get all the division together, let's sit down and review with concern our state plan, the thrusts and the goals that this state hoped to achieve, and that we will use EPDA as a vehicle to address these goals.

I cannot complement enough the work with the state coordinators of EPDA in this region. They are diligent workers, sometimes serving in other capacities other than just EPDA, but Arch Alexander and Zed DeVaughn work at this in the state of Oklahoma. We have Leo Schreiner who is the state coordinator for Texas. I believe Hiram Goad works with Leo in Texas, in Louisiana, Miss Marilyn Herbert, in New Mexico we have Roger Labodda. In Arkansas, a long time favorite is Dr. Jack Nichols who has been working traditionally with the education professional development act. Within those teams, I think you will see the strongest, the most dedicated group of coordinators nationwide and we certainly see the results.

In finality, I want to say this. I happened to be sitting in as the state coordinators planned the activities conference. I saw the concerns that were addressed by these state coordinators. They addressed this matter as Women in the World of Work. They are not minorities, they are women. Women in the world of work is something that focuses strongly on the area of vocational education. We see more and more they are moving into what we know as traditional areas of pursuit for the men. Certainly that is a welcome sight. I think women can perform, I think there are numerous areas in vocational education as well as all industries where they will do a magnificent job and will assume the leadership program in those areas. So women in the world of work is something that we must address because this is a thrust of the U.S. Congress, it is a thrust of this nation, it is a thrust in your state. That is a topic that came up in the spring and has been magnified since that time as we went into deliberation for this conference.

Now another and almost an unknown thrust at the time of planning was the dismanner of HR 69 which is our new education bill that has been approved, signed by the president, and we are waiting for appropriation. We stopped with the 68 Amendment with Part One. Now with the new legislation, we are moving with Part J. Part J emphasized the bilingual approach to vocational education. We were almost prophesizing at the time we designed this conference. We saw the strong need particulary in the southwest area for a total involvement of our Mexican-American and Chicano population. As you know, this area of the country represents a strong population here. We have some real problems that are facing us in teacher training institutions, of the services that we are going to be able to afford these people, and what we can do to strengthen these. Certainly with the Part J of the new legislation and bilingual areas of opportunity in vocational education, we have a charge and responsibility here. Those authorizations identified here are $17,500,000 out of Part J. We hope that we get an appropriation in that amount. As you know, right now we are under continuing resolution and we do not know how long that continuing resolution will remain. I noticed throughout the planning for this conference the state coordinators were certainly in the lead as they designed this program for this week's activities because the things that will be presented will certainly be the things that you will be working with and will be concerned with as you return to your respective homes.

I want to express appreciation to the state's coordinators and the states for the excellent cooperation that our office has received from you. We will continue working with you in the efforts regarding EPDA. Thank you.

# Itinerant Teacher Trainer for Trades and Industry

Wyley Mauldin

It is always good to come back to Texas because really Texas is where I came and got my vocational education several years ago. In fact, the man who gave me the opportunity to get involved in teacher training is here and I want to thank him for giving me that opportunity to get involved.

We have a contract with the vocational-technical division of the State Department of Education to provide teacher training on an itinerary basis and meet the needs of our teachers in New Mexico. I feel like we are meeting the needs of these teachers. I didn't know we were in that kind of trouble with our people in Santa Fe but that's not real hard to do. So, I'm going to talk about some of the objectives of the program that I think are very important and some I feel that are meeting our needs. I'm not sure that I'm saying anything new here today, that's not being done someplace else, but I will talk in terms of what we're doing in New Mexico.

You have to look at the state as being fifth in land area size and very, very small in population. It complicates our problems when it comes to teacher training. So, I hope you will keep this in mind as I go through here today and look at it in terms of why maybe this meets our needs in New Mexico. The first requirement that our contract has given us is to meet the needs of teacher certification. Basically, our teachers from the training industrial area, most of them come from industry and our needs are quite different in some areas. We are looking at two main areas and this is certification and recertification of our teachers. Basically, a state plan says this; that if the teacher has a degree either in industrial education or vocational education, (the latter one is not offered in any institution in our state so they have to come from outside,) that we require six semester hours toward an initial certification. If a person comes from industry, they need 12 semester hours for initial certification. So, we're responsible for these competency-based teacher education courses. In recertification, we're looking basically at each teacher, whether they be from industry or with a degree grant of a five year teaching certificate. It says that during the five years, they must obtain six semester hours recertification or to obtain another five year certificate after this time. Now, there are other ways a teacher can go but basically, this is it. In the initial certification, we have two main groups of teachers we have to deal with, I think, and satisfy their needs. One is our secondary teachers. I think their problems are a little different from the next group that I'll name. For our secondary teachers, we provide a summer session of four weeks, where the teacher comes in after teaching a whole year, to pick up six semester hours. We do this in four weeks and the reason for doing this is most of the teachers are on a ten-month contract and we feel like they deserve some vacation time too, so we try to run an accelerated system there. Our problems are complicated when it comes to our post-secondary teachers who are on a 12-month contract, and in New Mexico, post-secondary teachers in the training industrial area fall under the same certification requirements as secondary teachers. So basically, they have to meet the same requirements. Now, with these people on a 12-month contract, it is almost impossible, it is impossible for them to come to our campus and pick up these courses so we do the next best thing and we take them to them. This semester we're running eight courses off campus. They are various and these are post-secondary teachers involved with the exception of two courses that are being offered at Cannon Air Force Base, which we're working now in trying to certify some military people that are qualified vocationally before they terminate from the Air Force, so they'll be ready to go to work for us and this has been working out real well. Of these eight courses, three are taught by me and the other five are supervised by our staff. Also, we've asked a couple of teachers in the field, that have done a real good job, to teach these for us. So, at the present time, we have eight courses running off campus and this is primarily to take care of those post-secondary teachers and also the prospective teachers at Cannon Air Force Base.

Another thing that we've been able to do is to convince our graduate council these courses are the same as calling on the campus in the summer, and we feel like rather than being an extension credit, that they should be resident credit. This year, we were granted that and so these courses off campus are resident credit courses. I should point out that the teacher is not coerced into taking these for university credits. They can take them for certification only which means that the state will grant them certification. You see, they don't let them enroll for university credit. Most of them do because they are looking for professional advancement. In the area of recertification, in order to help the teacher with his six hours, we feel like we do some things that also help the teacher get this certification or recertification and also at the same time upgrade the skills of the teacher. We feel like an occupational teacher, if he's been away from the occupation or trade for two years or three years, is outdated. Our technology moves so fast that we know that if they're away from the area this long, they're behind time. Now, I know, Mr. Neely mentioned advisory committees. We push this strongly, but even at best, advisory committees cannot keep a person completely up on his skills.

We have three ways we approach this thing on recertification. First, we have a course we call training in industry, where the teacher may enroll, and a lot of our post-secondary teachers take advantage of this. They enroll, and in advance through my office, they can clear this. This is more of a workshop for updating things sponsored by industry. We can grant that depending on the time here, two hours credit which can be applied to recertification credit, or if they don't want to take it for university credit, they can take it for just recertification. We find this one real popular. To give you an example of this, Dupont has a program to update auto body teachers in the area of painting. This is just one area. I'm just trying to point out an example here. But many of our teachers have taken advantage of this. They go back for a week. We do grant them a one-hour university credit if they'll apply for this in advance. We find that secondary teachers are more interested in this than the post-secondary teachers, because of the 12-month contract. We call it supervised work experience and it works very similar to the cooperative program, where we clear with industry in advance to make sure that there's going to be some training. The teacher will be rotated through various aspects and it will be an updated thing of their skills and knowledge. The teacher can work for one, two, or three months during the summer depending on the time that they have to update their skills. We can grant the credit from one to three hours depending on the amount of time that the teacher puts in this area. So we feel like there are some flexible ways that we can allow our teachers in trade and in industrial areas to upgrade their skills, as well as doing their recertification requirements. Our teachers can receive credit toward recertification by attending our vocational conference, which is an inservice type conference. By the fact that the teacher attends each year, this goes toward about five hours on that recertification. These are some of the areas of the first aspects of our contract of trying to meet the needs for initial certification as well as recertification for our trade industrial teacher. I mentioned that these basically are competency-based courses that are offered to try and keep us up to date. We do evaluate each teacher and instructor we have in the course content. In other words, more or less to keep us up. We feel like the things we have in there are very, very important to teach us, maybe our technique or method is wrong, maybe we're not getting it down, or maybe the instructor isn't getting it across. So, we want to look at this from the standpoint of teachers involved. We do evaluate all our courses each time that they are offered. In addition, we look at the teachers in the field that we've turned out. We ask you, the director, or someone in the school that has pretty good contact with that teacher, to look at the teacher, to see if what we're turning out has the quality that they're looking for. We look at it from the standpoint of them evaluating us and also us evaluating the teachers.

We also provide and work closely with the vocational-technical division in areas of preservice and inservice. All of you deal with this and I'm not going into the areas here. However, this year we do have scheduled upgrading inservice sessions for electronics teachers, auto mechanics teachers, and building trades teachers. This is very hard to do in New Mexico because we have very few teachers in some areas to upgrade their skills. In other words, we only have two or three air-conditioning refrigeration teachers, for example, to try to operate some type of upgrade workshop for these people and it is very difficult. So basically, we have to stay in the areas where we have enough teachers to justify doing this.

Another big part of our program that is called for by our contract is itinerant visitation of new teachers. The contract calls that we visit each new teacher twice during the first semester. Now, I am not assigned any class on campus during the first semester or second semester. The only time I teach courses on campus is during this four-week accelerated session in the summer. The rest of the time, I spend either on extension basis or in the field providing help where we need help. When I call on each school teacher, I have to evaluate what that new teacher needs and this determines the amount of time I spend with them. Also, I'm in contact with the state supervisor in areas where if they discover a teachers needs or likings, then I go out and spend what time we feel is necessary to get that teacher started. The first thing that usually happens to a teacher is that he comes out of the training and then is not hired. We think it is good if they are hired before they start training but you know how schools operate where a lot of them are hired very close to August. We give them a short brief session and then the rest of it is based on inservice, by going on individual basis. But the first thing these teachers are asked is, give us a course outline. You need some planning; you need some organization. Well, I think we're expecting a lot of these people without giving them some help in this area. So this is some of the areas I try to look at on this visitation. I try to feel my way in a field with each teacher as to what their needs are. This determines the amount of time that they need. Through another proposal, we were able to obtain what we call a mobile teacher education van. This van is more or less an office on wheels. I have a filing cabinet, chalk board, video tape equipment, pass out material, AV equipment, everything I feel I need to carry with me to do an effective job in the field. We also visit existing teachers and if I find one that is doing an exceptional job in an area, I may take the video tape, go into his shop and more or less do an interview. We tape what they're doing and pass it on to other teachers and try to point this out, to make use of the video tape during the day. If teachers are having some problems in presentations, to take that teacher and sit down with him after school and show him ways he can improve it and work with him on curriculum development. We feel that this is a very important aspect of our program. It is very, very difficult and it depends on the teacher. You say, in Texas, how do you get around to all these teachers? Well, you couldn't with one person. But, out of the last 35 days, I've been on the road 29, visiting new teachers. I've been able to get around to 21 now and I lack about four or five more to get them for the first time. I'll continue this until I get around one more time. Then, we'll look at one less problem. If there's feedback from the state department, then I will make a trip especially out there. This is the reason I'm not tied down on campus with courses, there's no way. I do have a schedule around the three courses I'm offering off campus. Normally, I won't teach this many off campus. We're looking at a thing of individualizing some instruction in one of the courses at our campus, where we are dealing in curriculum development with all our occupational teachers. So it is really a little different type course.

There are many things I think that can be accomplished with these teachers, in the field in the area of itinerant training. It is time consuming and it takes someone who is willing to go out and spend some time with these teachers.

The other area I feel that is important to the teacher is the area of professional development. We have many, many teachers that are highly knowledgeable people, who could make us excellent people, but yet, they don't have the paper that is necessary, that says they are qualified to do this sort of thing, the job would call for. We try to provide the minimum certification requirements but also, we try to provide a latter concept where the teacher can move up for professional development. We have an associate science degree in trade industrial teaching. The reason for looking at the associate science, I think is that we need teachers who are up at the age that come in and pursue a baccalaureate degree, would be almost impossible for these teachers. They want to go on and broaden their interest, so we set up the associate degree.

This is the 64 hour program and basically there is nine hours communication, six in education, nine in social studies, 17 in vocational education, and 16 hours based on trade evaluation. In the associate degree program in our university, we grant up to a maximum of 45 semester hours based on trade evaluation. If one of our instructors wants to go this route, they could use 16 hours of this on an associate degree program. They're eligible to apply for this trade evaluation after four hours of summer school or four hours of our courses in the field. They're eligible to apply for the trade evaluation. This is a formula that is based on several items, length of occupational experience, progression in the occupation, the relative total content of the occupation, spread of experience, the way the occupation was learned, the relation of experience to the educational job, continuous character of occupational experience, technical content of the occupation, occupational test, and supervisory experience with students. This includes also the teaching. These are the ten items we look at. We set up a technical committee that evaluates this and it has to be documented. Through this, the range will vary, depending on the persons background. No one has ever gotten 45 semester hours. I'd say probably the average is somewhere around 35 or 36 hours. But an instructor that wants to go the associate route can apply 16 of these hours on an associate degree. Then there's 12 hours that are needed for initial certification. The other six hours that we include in the vocational education is that we include the supervisor work experience. We feel like an instructor who is going to do this will probably not finish under four years after they've started teaching. We feel like they need to get back in industry for awhile and then also supervision of vocational youth organization. This includes our 17 hours of vocational education. An instructor can go this route and then go to the next step of the baccalaureate. After they have the associate degree, if they want to go on for the baccalaureate, then we will grant the remainder of the trade evaluation credit hours that they've earned. For example, let's say an instructor or teacher earns 36 semester hours. Alright, we grant 16 on an associate. They get through and decide they want to go to the next step. Then we'll give them the other 20 that they can apply to the baccalaureate and move on. We feel like we're doing something in this area to help the teacher progress in initial certification and recertification and also in professional growth and development.

You might be interested in another thing that we've been able to do. We've also been able to substitute for the professional block in the bachelor science degree in industrial education. In other words, we projected this thing, we looked at it and normally we look at a situation that one of our teachers would take of a minimum of five years to get the baccalaureate. We have two that are proving us wrong. But we went through the various committees at the university and we were able to substitute the professional block. I can give you an example of one teacher before we set this up, that had been teaching for 12 years. He had all his course requirements. All he lacked was the professional block, practice teaching. We feel like if he had proved himself, if he had a five year certificate and we observed his teaching, it would be more or less ridiculous to run him through a professional block, where he had to practice teaching. So, we are able to substitute for that, if the instructor does have a five year teaching certificate, a minimum of five years of successful teaching experience, and a completion of the approved courses as maintained in the state plan for certification. This is the way we get by substitution for the professional block.

We are also in the process of trying to combine some of our services at Eastern and expand some of our services. We are also the designated institution for distributed education and office education. With Ray Gorman, who's the DE Coordinator or teacher trainer and Dr. O. K. Park who's in office education, we're in the process of trying to work together to look at expanding our services. Looking at some courses, combining our travel and offering our services to the schools, and providing services that are needed on a broader basis than we're able to do on an individual basis. We hope that we can materialize this thing and move from there. I think we have a real good working relationship with our vocational-technical division and our State Department of Education. I don't think we could do it without the type of funding and set up that we have. I don't think the university would go along with the things that we're able to do unless we received this sort of funding. Yes, they contribute a great deal to it but I don't think that they're going to say, okay, you can be off campus first semester and second semester and this sort of thing, without teaching any courses on campus, without the type of funding that we do have. I think this is very important and a very important aspect of our program.

I was going to mention that we have been serving the needs of health occupation and they have started a program in this area, so I don't think I will get into that but I just want to mention this, that we pushed through a program for the RN's in teaching. Some of you who are interested in this, we will pass it on. Now, we don't need it so much because they will be going to the University of New Mexico to receive their teacher training.

I appreciate the opportunity to come here and like I said, I'm sure I'm not saying anything different than many of you are doing but these are some of the things we're trying to do with our teacher trainer program and trade industrial area in New Mexico. We feel like it's serving the needs of our people very well. Thank you, folks.

## Itinerant Teacher Trainer for Agricultural Education

### Floyd J. Lark

We have contracted with the State Department of Education in New Mexico for two programs that used EPDA funds. I'll review those briefly and then I'm going to talk about minority education to some extent. But we have the two programs. One is the itinerant teacher trainer program and the other one is the seminar for active teachers of vocational agriculture. When I first talked with Joyce about this presentation she asked me if I would come and talk about our itinerant teacher program and I said I certainly would be glad to and I kind of hesitated because I know that our vocational agriculture teachers moved around a lot and I wasn't sure I could cover all their travels. So I thought I'd better find out for sure what itinerant means. My wife had me memorize Webster's Dictionary quickly. It says moving around and I said well, I know our teachers move but I don't think I can talk about all their moves. She said the itinerant teacher program probably ought to have a trainer in there because I do move around and see all the beginner teachers in the state of New Mexico. Last year we had 24 and this year we have 20 of these teachers in vocational agriculture. Talking about miles, last year I traveled something over 20,000 miles in my travels and about 10,000 miles visiting these new teachers. At the same time, I teach four classes at the university. So we keep on the move and it's a tough job but we think it is a very vital job to get it done, to help the beginner to get off on the right foot. When a new teacher is hired to teach vocational agriculture in New Mexico, I give him a list of objectives to accomplish during his first six months of employment. I know that bothers a lot of them because it's very difficult for them to carry out all the things that they need to do. When I come up with this list of objectives, they think this guy is just pouring salt on the wound but I do give them this list of objectives which keeps them organized and they should complete these by Christmas. Most of them start July 1. During that first semester, I visit each one of these teachers on site to check his progress on these objectives, try to help him with the ones he's having problems with, and try to help him be a better teacher. That's all our program is about, trying to help these young people be more effective in the classroom and in other projects as vocational agriculture teachers. I have a list of these objectives. I brought some with me so if any of you are interested, I do have some here. But I give each one of these teachers my professional card when they are hired and ask them to please call me at any time to give them help and I do get quite a few calls from these beginning teachers who have problems finding out where their shop is, or where the school is, or something like that. Sometimes I have a hard time trying to help them over the phone but I try. So each one of the teachers, as they go out, have this list of objectives and they begin to work on them. I spend one full day with them and after I finish that day visiting with them, I write a report to our state supervisor. I don't know how it is at T&I, the last time I checked it, you didn't have a supervisor and neither did I. So we kind of operated on our own terms. Things are sort of hectic now in Sante Fe as Joyce mentioned. Our second program, that we contracted for with the State Department of Education, is a seminar for active teachers of vocational agriculture. Of course, we have the same problems that every other agricultural educational program has. We turn a young man out with a bachelor's degree and he's required to obtain eight semester hours of credit before he can receive a professional degree after five years. Being on a 12 month contract, how does he go to school? This has created a lot of problems in our state. We are working on them and we think we are going to get them solved at some point but we're not sure when. Progress is being made toward getting educational leads to these teachers. But what happens in this seminar is that we have a two-week planning tour and we go out and visit other vocational agricultural programs in various areas. This past year we went to West Texas and visited with their supervisors who are considered to have the most outstanding vocational agricultural programs in that area. 15 of our teachers made that trip and we hope that they were able to see some ideas that they could take home and utilize in their programs. Now, the second time this seminar was conducted was about four years ago and the trip was made to California. Our state supervisor had tried for several years to get training in horticulture off the ground in New Mexico and he couldn't get any teachers to buy it. None of us wanted to have anything to do with the flower child, as they called them, and it was tough for him. So they arranged this trip to California. I was on that particular seminar and as a result of that seminar we have developed 13 horticulture programs in the state of New Mexico. We think that is a bit of the impact that can come from visiting these seminars. We've traveled through Arizona, Southern California, West Texas, and we also made a trip around New Mexico. We hope next year or year after next to make a trip to Florida to see some of the innovative programs in agricultural education. This program is alternated with courses taught on campus every other summer. This year we're going to try something new that was picked up this year from the Texas seminar. We're going to offer three one-week short courses, offering one hour university credit for the completion of one of these weeks to our vocational agricultural teacher. Of course, being on a 12 month contract, they really have trouble getting off but most of them can manage one week if it doesn't cut into their travels and their vacation too much. So we hope that this one gets a real favorable reaction. Another thing that has happened as a result of the summer seminar, having a visiting professor three years ago, we've started some cooperative training programs. We brought them here from California for specialists in cooperative training programs and we have started several in New Mexico. Our teachers are very slow to change. I guess they're just like their teacher trainers. They kind of follow in our footsteps and they don't change too readily. If they can't see it being done and being done successfully they have doubts in their minds of whether they can accomplish it. So we have tried to provide for them education that can stimulate their interest and get them to try new ideas and it's working pretty good. So, those are the two programs that we have contracted with the state office to carry out. There are problems in both of them but we think they are both good programs.

Joyce asked me to talk a little bit on our work with minority groups. This is something that bothers us. We've worked on it a lot and we have some real unique problems in New Mexico. We think, anyhow, maybe the rest of you have the same problems. Our state is divided, what most people would say the north half and the south half. Everything north of Highway 66 is depressed, undereconomically developed, no jobs; and everything south of Highway 66 is glorious. We have all the jobs down there and all the money and that's kind of the way a lot of people look at our state. What they're saying is that most people in the northern part of our state are Mexican-American descent, they have poor schools, or they're Indians and nobody in the south end wants to mess with them. I think that's wrong, but that is the impression we get a lot of the time. But, trying to provide vocational agriculture for these areas, we find several things to be very true. In the school where the primary part of population is Mexican-American descent, we have a high turnover of vocational agricultural teachers. We get several good Chicano boys in our programs every year. They come up throught the ranks and graduate with a BS degree and immediately they are offered a job working in Chicano studies or foreign programs or somewhere like this for $2,000 or $3,000 more than they can make teaching vocational agriculture. We have a difficult time getting these boys back into their local high school. So, consequently, we have many times a Gringo trying to teach a Chicano how to farm and they don't get along too well. So as a result we have a high turnover of teachers in these areas. I can almost sit down right now and tell you where we will need new teachers. A couple of years ago, we had one guy shoot another guy trying to get out of town. It gets tough. We're concerned about it. We have a little bit different kind of a problem with the Indians. Of course, most of you know that primary Navajo population is in New Mexico and Arizona. We also find that we have a difficult time in keeping good teachers in Indian schools. We've had some good teachers in Indian schools. We have probably an easier time in getting good potential teachers to go to teach Indians than in going to teach Chicanoes. This past year we entered into an agreement with DIA to send us ten outstanding young Indians to come into our program so we could work on them and try to get some Indian teachers. Finally we had six to show up at the beginning of school. During the first five weeks of school those six boys had missed a total of sixty classes. Now, it becomes very difficult for us to educate an Indian when he is out at a rodeo. But we have that problem. We've had several things that occurred as a result of the indication of these young men coming to New Mexico State. We have others besides these six. But these six boys were set up by their tribe, given total commission scholarships plus $250.00 each per month. The first thing they did when they got to Las Cruces was buy a new pick-up, new saddle, and then head for the rodeo. I think the problem goes much deeper than that. I think it's a problem we all overlook when we're sitting back developing curriculum like the young lady this morning, Mary Galvan, was talking about. You know, she gets very enthusiastic about it and I do too. There's a lot of great things, when you sit down and write about it, that we hope we can accomplish.

We noticed that there are probably two major programs or problems in trying to educate the minority people. I'll tell you about a couple of the problems that I have encountered this year with some of the students that I have in class. Several of the students have come to us as minority people, just don't have the background to cut it at all. They resent very much being told that or having it pointed out. I don't blame them. The other day we had a guest lecture in class and he said that he very much detested the lowering of the university standards to let anybody in. One of our Chicanoes just got up and said, "No way." He said, "You didn't lower any standards to let me in here." He's a real sharp boy. At New Mexico State now, if you have a high school diploma, you can go to school there. You don't have to have a 19 on the ACT test, you just have to have a high school degree. You may have a zero and consequently can take courses that we call zero level courses to upgrade your skills in those areas. So, we've got a lot of students that we actually have lowered the standards to let them in. Consequently, when you put them in the regular academic program, it is just completely out of their hands to handle this kind of thing. So what kind of program do we need to handle these students? I'm not real sure but there has to be something. The public schools are really under pressure to not discriminate against students, to help the minority student get through high school, give them a diploma, and then their success. I can't believe it, not after some of the diplomas I've seen. So we have an education problem, basic education problem that we haven't licked yet. Like I say, you can sit up here and develop all kinds of programs but if they're out riding broncs, it's pretty hard to give them that basic education.

I had a young man the other day take a test in my class, a Chicano boy, and he made 12 percent on that test. I was concerned and I went and looked him up. I wanted to find out what his problem was. Immediately I decided the boy couldn't read. He just flat couldn't read at all. Because the answers he gave to the questions didn't relate to the questions. I talked to him and asked him, "Can you read"? He said, "No". I said you know we can help you, somehow we can help you learn to read. So I called our basic developer of education coordinator and asked him. Because in New Mexico language is one of the real problems that we have. I asked him if they were teaching a course in basic English this semester and he said, "No". He said if you tell them they don't know how to speak English then they feel like you are discriminating against them and we can't get an enrollment in class. So basic education is a real problem. I finally got this young man to contact the Chicano studies program. I hope that they'll help him with his reading problem. But when he's a freshman in college, it's pretty tough to make it through the freshman year not being able to read English.

We have a second problem. That is one that is much more difficult to attack than the educational problem and that is a social problem. That's not hard to see. You take the Indians off the reservation where they hate to be, bring them to New Mexico State University, and two days later they're back on the reservation. This social problem is really complex. These Indians are raised under the protection of a reservation. They're sheltered from the Whites, the Anglo-Saxon values. When they're brought out into our social system, it is just a big wild world to them and they really have problems with it. We have established a Navajo Community College at Shiprock. It's not too far from the reservation. In fact, it is on part of the reservation. They will be able to go there and receive some basic training without getting too far out of their home country and maybe eventually evolve into our society, which I'm not sure is the right thing to do, but if they are going to succeed in our society, they have to live by our social values.

The most successful of the minority groups are the Black people because they understand our culture better. Our second most successful are the Chicano people and our least successful are the Indian people. By the way, for you ladies, we have 18 girls in our program now. I don't know what we're going to do with them. We haven't got a woman vocational agricultural teacher in our state yet. But someday we'll probably have one if the odds stay with the women. I think they make good wives for our agricultural teachers, maybe that's what they're after. I usually confront them with the idea that they're there after their MRS. degree and most of them agree. But we do have some possibility for them to start teaching in our horticulture programs. It takes a certain kind of personality to make a good vocational agriculture teacher and we've had a very difficult time in finding the women with the traits that it takes. There is a place for women in our profession, I'm not saying there's not, but I think it's going to take a very outstanding woman to succeed and the woman who teaches vocational agriculture has got to be a very outstanding teacher and if she's not, women are going to have a really tough time from then on getting into vocational agriculture in our state. We might have one in our program now out of the 18. We are looking forward to it. I'll get to go out and visit her on itinerant teacher trainer programs. Thank you very much.

# Procedures Used by Louisiana to Develop and Improve Its Vocational-Technical Program

A. B. Sibley

I would like to summarize some of the things that have taken place in the past year. I wasn't gone completely four months, I just worked as a consultant for the department for some 25 days during the summer and kept up with what's been going on in the state. I think one of the big things that's been happening in Louisiana has happened during the past two years where the legislative committee on education, the superintendent of education and his staff, and most local education agencies, including universities, have gone on record of developing a career education system for the state of Louisiana. It's a system we feel that will strengthen our present educational system so that it will meet the basic needs of all people. To give you some history into all this, in the legislative session of 1973, $8,843,000.00 seed money was appropriated to buy salaries and travel, money for curriculum writing teams, teacher competency model development, elementary secondary program development, some inservice training at both secondary levels, and other items of service that are too numerous to mention at this time. Many workshops developed from this and of course in the area of T&I, of which I was working closely with at that time, we have begun to develop some performance-based manuals in the various offerings. We completed two out of 55 offerings. Of course this is slow work and more funds will be needed to develop more as we go along. This system that was adopted by the legislature of last year calls for the expansion of Louisiana's present vocational-technical system. We're a little different in Louisiana from most states which I've visited, that all of the vocational-technical schools in Louisiana are under the state board of education. If we have an opportunity to provide some uniformity in areas of evaluation and program development much earlier maybe than where we have area schools or district vocational-technical schools. Because of this, we were able during last summer to work up a guidance program system for the vocational-technical system which is being developed. Relative to space requirements and recommendation as to counselor-student ratio and also facility requirements which have been given approval by our state board of education. Now, the system of expansion in Louisiana vocational-technical schools and training centers at the post-secondary level according to Legislative Acts 28 and 29 is a conception of regional administration coordination. In other words, there will be eight regional centers in the system and you'll have area schools and you'll have local schools. The expansion program calls for the building of 18 new vocational-technical schools and renovation and expansion of the existing schools. Of course, at present, we have 32 area schools. The act also provides some of $55,966,000.00 for this expansion. The eight regional institute system will constitute 20 area schools, 17 branch schools which will blanket the state hopefully, so completely that fewer than five percent of the people will live as much as 25 miles from a school. These offerings will be about ten and of course the regional office will offer 50 to 60 programs. Most people who will be involved and want training will live within ten miles of the school. A regional institute is to be located in the largest city of each of the eight planning districts established by the government and each institute is to offer a wide variety of courses as I've already noted. Some of them hopefully will offer as many as 75 course offerings. This is to ensure that use of each regional will be in close proximity to a school large enough that he can obtain the training he wants. Uniform and testing programs to be of such a nature that he might be tested in one area of the state for an offering and then 200 miles away they'll accept that testing and evaluation from the school that administered the test. The regional institute will provide both the vocational-technical education offerings for the immediate area in which they're located as well as the more technical and sophisticated programs. When implemented, this vocational-technical system will provide for 23,000 students on a full-time equipment basis. That's compared to a little more than half that are able to attend schools at present under our present system. It should be mentioned that if the new emphasis on career education is successful then an even larger increase of vocational-technical enrollment will result. It is proposed and hopefully we will have an open door policy to admission. It will be doubtful if we can handle the secondary school students that will want to attend these schools. I would suspect some 40 percent of the boys and girls would want to go in the afternoon or morning sessions in vocational-technical schools in order to receive credit in the secondary school.

Now I want to mention, I don't think it's been worked on, we call it the Louisiana Occupational Training Information System. For a long time we felt the need for having an information system as far as our vocational students are concerned in terms of needs and in keeping with labor supply and demand. So during the fiscal year of 1973-74 the division of business and economic research of Louisiana State University, Louisiana Tech University at Rustlin and University of New Orleans in New Orleans have functioned as a consortium under the acronym called LOIS, Louisiana Occupational Training Information System. This is to begin the development of a plan information system at data bank. During this period of time in the past year, the various participants in this consortium have contributed more to development of several components of an overall system. All three members as named participated in a statewide industry survey of occupational employment needs. The results of this survey are presented in a publication entitled "Short Range Manpower Demand" 1974-75. The participants at the University of New Orleans have developed long-range projections of occupational employment needs. In addition to the participation in the industry survey side of development, Louisiana Tech University has prepared current population estimates for each parish in the state of Louisiana, most of you people say counties. But they projected these population estimates for each parish and for each planning district in the state. This activity is a part of Louisiana Tech's regular activities and the estimates were published in the Louisiana Economy dated February, 1974. In addition, overall design for coordination and participation in the statewide industrial surveys, Louisiana State University at Baton Rouge has been responsible for long-range or six-year and short-range or one-year projections of the population by single year age as of last birthdate as well as race and sex for each parish for each planning district and for the state as a whole. The purpose of th present volumn is to present the estimates of future occupational employment demand current editions to labor supply through completion of vocational training progress and net demand for people to be trained in the various vocational training programs of the state.

I would like now to speak relative to a follow-up system which is proposed to be statewide. I think there are two states in the nation that have a comprehensive adequate, which I consider adequate follow-up system for those who complete vocational training. Over the years, I've done a lot of follow-up but I'm talking about a statewide follow-up system. We have begun planning for this during this past year in conjunction with universities in the state. The vocational education act of 1963 and the subsequent amendments of 1968 suggests a system of follow-up in evaluation of all vocational educational programs, in order to efficiently and objectively assess the educational outcome of such programs. Both the academic and vocational educators in Louisiana are attempting to make the education of young people more relevant to the concept of career education. Accountability and vocational education to me assumes even greater importance. A comprehensive system of follow-up of vocational educational programs is essential if the outcomes of such programs are to be successfully measured in terms of society needs. I think at no time in the history of vocational education in Louisiana has there been a greater opportunity to provide vocational and technical education for the youth and adults in the state than as in the present. We bring a great deal of support from members of the legislature, from industry, and other persons in our population during the past two years, greater than I've ever seen in my years in education. I see evidences of expanded opportunities through the commitment that the Louisiana legislature has made to support both secondary and post-secondary vocational-technical education. The emphasis being placed on career education by the state department of education with a vocational educational component. The increased interest of the business labor industrial complex in the quality and quantity of occupational education and the need for more skilled workers to enter in Louisiana's expanding economy. As a matter of fact, we can't even fill 20 percent of the welders we need right now. I believe in Louisiana along the gold coast. I could get on the phone and give me about three days, I could place 400 welders and that's the lowest. I only use that for one example. Industry in general is expanding.

In order to give a direction to expanding programs of vocational-technical education in Louisiana a comprehensive system of follow-up is beginning to be instituted by the state board of education to provide a need of information that is readily assessable to provide answers for the following kinds of questions. Are vocational educational programs at the secondary, post-secondary, and adult educational level meeting the vocational education needs of students? Are the students of vocational education programs receiving instruction of sufficient quality and duration to satisfactorily inter-succeed in advance in the cluster of occupations for which they were instructed? What's the current status of graduates of vocational programs? Are students being satisfactorily assisted in making the transition from school to work? I think answers to these kinds of questions cannot be provided on a continuing basis until a statewide comprehensive system of follow-up is developed. Until such a system becomes functional, there will be no complete measure of accountability of the various vocational educational programs at the different levels. Since there is currently no comprehensive system of follow-up of vocational educational programs in this state of Louisiana, it is deemed desirable and necessary that the system of follow-up now in operation be expanded until a comprehensive system of follow-up is developed. I'll just briefly mention those elements and then I'll go on for another hour. I feel that any collected from such a system would provide a data bank of information that would be useful in planning and implementing activities of vocational-technical agencies. A data bank of information is needed for responding to the accountability of requirements set by the public and various agencies including the Louisiana legislature, the United States Office of Education, and other interested agencies. A data bank of information is needed for research in vocational education programs for vocational educators, teacher trainers, and graduate students. A data bank of information is needed for business and industry. Just to recite one example of that, I would very much doubt that one of our vocational-technical schools in Shreveport, Louisiana would know the X company down in Morgan City needs 20 welders. They ought to know that. They're turning them out up there. If they had that data in the bank, they would know where that employment is available, for example, even though it might be 300 miles away. They would also know if there was an over supply in a certain area.

You might say this project is certainly not done by the state department of education alone. You hire Louisiana State University personnel from each department of the school of vocational education including the Department of Agriculture Education, Home Economics Education and Industrial Education. In addition, personnel at the Department of Experimental Statistics at computer services will be utilized. Staff members will be assigned to the project from the three departments of the school of vocational education to the equivalent of three-fourths of one full-time staff member, and one doctoral student will be assigned on half-time basis. Louisiana State University will also provide the office space, the office furniture, and duplication of the subjects required for the conducting of the project. The timeline for this will begin March 15, 1974 and will hopefully be accomplished by March 14, 1975.

We have two other items of interest and then I'll close. We have something that I think is unique and naturally it would be unique in this region probably with the exception of Texas, as our marine training program which has cooperative effort. I would like to mention one of them which is between education and industry. The H. E. Evans Memorial Maritime School is a joint undertaking of the Louisiana State Department of Education and off-shore marine companies. This school was formally established in February, 1974. It is an excellent example of the cooperative effort between industry and education. Our primary objectives are to provide specialized training to assist (1) the educationally disadvantaged to acquire appropriate knowledge of marine subjects and terminology, (2) familiar with all of industry marine personnel of common stablized and self-elevating driven units to require marine licenses, recently opposed as a requirement of the United States Coast Guard, (3) all segments of off-shore and on-shore industry that needs assistance. Courses in this school are practical rather than theoretical and instruction is always at the level of the students that are being trained. We'd be happy to have people come visit this school, I think you'd be impressed. Over 150 telephone operators have been licensed as a formation of the school every part of the year, the school assistant coast guard with the examination preparation administration and devaluation of the new mineral and oil licenses for motor boat operator which is required now, inland operator, and ocean operator. It also works with the drilling unit, preparedness for master, mate, chief engineer, assistant engineer, able seaman and all other common stabilized and self-elevating drilling unit planes. Plans are now underway to secure a suitable vessel to help coordinate the nautical science programs which are being offered in the local secondary schools in four coastal parishes at this time, to attract young persons to the off-shore marine industries. In some ways the following courses of instruction offered at this school, and this is a joint effort, are the same as with industry and the department of education. They offer instructional telephone operators, inland operator, ocean operator, able seamen, anchormen, 300 ton master engineer license. These are all relative to the mineral and oil. Chief and assistant engineer for common stabilized and self-elevating driven units and marine communications are offered. Courses will soon be started in life boatman, and MCC 3rd class radio telephone permit.

One more program that might be of interest is secondary level and post-secondary level. We have one of our vocational-technical schools that offers a course in multiple science and we have four parishes that have secondary schools offering courses in nautical science. The parishes, in case you might want anything to do with them, are LaGoose Parish, Jefferson Parish, and St. Mary Parish. The vocational-technical school, the one that offers courses in nautical science, is the Young Memorial Vocational-Technical School in Morgan City, Louisiana. In all instances, the offerings are available to junior and senior high school students. With the energy crisis there's a vast worldwide expansion in the off-shore oil industry based on the Louisiana coast. There are several thousand vessels in operation out of gulf coast ports and at least 1,000 new vessels under construction and each will require a crew of five to ten persons. The coast guard is becoming increasingly rigid in the professional requirements of seamen as shown by the recent licensing of tugboat captains. There are indications that there will soon be similiar requirements for fishermen and shrimpers. New electronic equipment in common use now requires a much higher degree of education and training than has been necessary in the past. For this reason courses in nautical science have been developed into parishes that I have noted. A brief description will be given and will generally apply to all secondary schools which offer the same. The one herein described is operational at East and West Jefferson High Schools in Jefferson Parish. The course is two years in length and is offered to juniors and seniors. On completion, the student may wish to apply for entrance in the Merchant Marines, Navy, or Coast Guard Academies. During the junior year, students are taught safety aboard ship, seamanship, handling, and piloting. For senior years, students will continue to advanced seamanship, engineering, navigation, mess management, cooking, radio, and weather. The students completing two years of nautical science will be qualified for a ship-to-shore radio operators license, 3rd class basic seaman document, and live boatman document. The program functions on the guidance of a steering committee opposed to representatives of the local Merchant Marines, inland operators, off-shore oil companies, the Navy, and the Coast Guard. This committee also advises the school systems as to the employment needs of the maritime industry. The nautical science program is helped by coast guard licensed personnel with six-year practical experience and proper teacher certification. Class schedules consist of two hours of class and work experience with an additional hour of physical relief activities such as scraping, preparing metal surfaces, rolling, etc. One day a week classes either work aboard a deep sea tug or they attend training sessions aboard local berth vessels.

I'm going to close shortly after making some comments, relative to the success we've had with the cooperative agriculture program in New Orleans. Really it's not anything innovating except that it might be something that some have captured upon or maybe some have not thought of it. This program that I speak of at New Orleans Parish is based primarily at a predominantly black school and this program has been going on seven years, but it wasn't until recently that they took on aspects of which I mentioned. Looking in the past, most of the CVAE students at this particular school had been placed in flower shops throughout the city of New Orleans. Although these facilities are excellent in providing training for students, the vocational agricultural teachers of this school felt that an animated type situation might exist with the hotels and motels of the city, once these hotels had always maintained plants throughout their establishments. The teachers found that the management of any of these hotels and motels were interested in seeing their ornamentals properly maintained. Thus, these students are concerned with watering, fertilizing, potting and rooting, dusting, cleaning, insect and dusting control. Initially the motels and hotels secure periodic assistance of the local florist with whom he works and from whom he is receiving valuable assistance. I'm assuming most of you are familiar with CVAE but in case you're not of course this is one hour in class and two hours on-the-job experience in an agricultural related program. Development of abilities and skills for the students has led to their successful employment as business operators or are self-employed. Many have been placed in responsible positions in the field of ornamental horticulture. Also many have entered various colleges or are in diversified and technical training. Many have become professional teachers, floral designers, landscapers, growers or producers, nursery men, and lawn caretakers. This program, if you would like to get in contact with the teacher there, is at Booker T. Washington Senior High School in New Orleans. However, we might mention that as of this year, a similiar program has been initiated at George Washington Carver High School in New Orleans. As in all CVAE programs, supervision is provided by the instructors and greenhouses are located on campus where students receive laboratory training. The first two years of vocational agriculture include basic courses that will prepare students for more intensified training in the field of horticulture.

I trust that some of the things that I have presented here may be of some value to someone. If not, some of it might have been food for thought. I thank you very much.

# CURRICULUM FAIR EXPO 1974

### Paul Cunningham

I am going to use about five minutes to tell you about an event conducted in Arkansas on April 26-27. We called it the Curriculum Fair Expo 1974. I am going to go over some of the highlights of how we organized this and conducted the activities. Then I'll throw it open for questions.

This is the way we organized our program and this may give you some insight on how we conducted this activity. The curriculum area itself, and I refer to it as that rather than Expo '74, actually came about because of the need the state staff felt in familiarizing teachers with new curriculum materials. I want to emphasize that in this activity we didn't limit it to just curriculum materials as such, you know textbooks, guides, and so on, but we did have some equipment, as a matter of fact, a considerable amount of equipment was involved that would fit into the classroom type atmosphere that could be used by our teachers. In organizing this, we had to decide the typical things: Where you are going to have it, what kind of building are you going to use, and so on. We decided that Little Rock would be the most central place for our teachers in Arkansas to come to and also decided that the Hall of Industry with some 36,000 square feet would be ample space for us to allow exhibitors to display their wares. So those typical decisions were made and a planning committee was formed in January and we started from that organizing and working up to the actual program. Now, of course, keep in mind that we felt our teachers needed to be exposed to what was available. A lot of them attended various conferences where material was displayed and many times they didn't have enough time to actually look at the materials and especially to visit with the exhibitors. We decided that we were going to reverse this activity and we were going to invite a number of exhibitors into the Hall of Industry in Little Rock and let them set up their displays. The primary focus would be on the exhibitors and their materials and on the fact that the teachers could talk with exhibitors and actually go through demonstrations with the type of materials they wanted to. We didn't want them to be distracted by meetings as such, long meetings, where they only had 30 minutes to view the displays and we thought this was one of the strong points of the program. I'll get into a little more of that as we go along. Now, how did we decide who we are going to invite to this? There are thousands of companies and institutions as well, curriculum labs, several of those in existence, but we actually went out to our occupational supervisors in Health, Ag., and T.I. and asked them to submit a list of people to us. A list of exhibitors, both institutions and private and commercial people, that they would like to see display materials in this curriculum fair. Then we added to that list where we thought we needed to and we had people such as General Electric Company, Peacock Teaching Systems, and other people come. I think there were some 45 or 46 exhibitors in about 75 display booths. This is the way we choose our exhibitors and of course a great deal of normal correspondence took place in confirming their intent to come and other arrangements. But we did get that all lined up and got an exhibitor's list confirmed and mailed out and then we decided we needed to get out notices to all the teachers, administrators, counselors, and even the people that we wanted to involve in this particular activity. So we started to work on that and we notified these teachers and administrators and counselors, not one time but I believe two times, telling them about the event once and explaining to them briefly and then coming back with this program later on in the second letter to them letting them know how it was going to be organized, how we were going to operate, and giving them a choice of either a two-day event or Friday and Saturday. Travel was paid on parking bases for teachers and participants to come in, so they were even more publicized and as a result we had an attendance of somewhere over a thousand people on the two days, Friday and Saturday. We sent out some 2,500 invitations to teachers, administrators, and counselors. Somewhere over a thousand, probably around 1,200 people, attended and we were well satisfied with that attendance figure. Now, I don't know, it's hard to explain to you what this actually looked like once we got it set up, but it was to have 72 booths lined up in a configuration, and equipment involved in setting up the materials. We had five labs, I believe. Curriculum labs that were organized and well established. Display materials that we felt that our teachers got a tremendous exposure to the ways and the newest materials that were available on the market. It ran two days and the teachers could come and go if they wanted to. They could view the exhibits, that was the number one activity as I explained to you earlier. You could see this as you walked down the aisles. They were actually talking with the exhibitors, they were going to demonstrations and looking at materials. In addition, on a volunteer basis, we set up schedules for what we called mini-sessions. These were 30-minute sessions on particular areas of interest to target groups of people, like the disadvantaged and handicapped, the curriculum labs, and what they had to offer to our state and, on a volunteer basis, these were scheduled throughout the day on Friday and Saturday.

Basically, in a nut shell, that's what we were trying to do and we have accomplished the objectives pretty well. We did have an evaluation which we handed out on-sight and took up and the evaluation came out overwhelmingly on the good side. We heard a lot of good comments, the teachers liked the atmosphere that we had conducted this in, they like being able to talk to the exhibitors, and the informal, relaxed atmosphere.

I think of another thing that wasn't on the evaluation sheet but is a part of the evaluation; we had several industries on commercial companies tell us that they made several sales on the spot. Now, we didn't design it necessarily for that to be done but it did occur and this is how important these exhibitors were to the teachers and how the teachers responded to their information and their material. We had one company that sold $6,000.00 worth of materials on the spot in the two days they were there. That is a pretty good indication of what kind of exposure they had.

On the evaluation most of the teachers, administrators, and counselors indicated that they would like to have this event repeated again, which gives you an idea of how they felt about it. If you are interested or would like to have more detail of what I have given you today, I will leave copies of the final report. There are enough for at least one for each state represented here.

This activity was a very simple activity really. We were well pleased with it. We had a lot of inquiries from other states that had heard about it. If you would like to ask any questions we will try to answer them at this point. Thank you.

# Education-Industry Exchange

V. N. Hukill

Last spring the state department people came to us, particularly Peggy Patrick, with a proposal and idea that we might try to do, and that is an education industry exchange program and vocational teacher preparation.

We were concerned as they were concerned particularly with two groups of people. I suppose, primarily, one being the industrial arts people who had the vocational training but did not have skill training that they might be certified to teach. What could we do with these people in order to get them into vocational teaching. The other group perhaps were people in industry who had the skill training but did not have the necessary teacher conferences to become certified to teach.

What might we do or what could we do and were we interested in it. Would we write a proposal for this type of thing. We did. The proposal was written, submitted, and accepted one week before school started in August. With a week of vacation coming up and this close to the beginning of school, someone to coordinate this type of program became quite a problem. So as yet we have not found a coordinator for this proposal for this program.

Several of you have been contacted. I have not contacted the one from Louisana and New Mexico but other states represented here have been contacted, looking for a supervisor or a coordinator for this proposal. We have some good leads and we hope to get this off the ground very shortly.

Here is what we are trying to do. The particular objectives I have set up in the proposals, the specific objectives, are to provide teachers with industry skill training through a graduate department education program in order to become proficient in specialized areas of vocational education. Now here we are, because I am chairman of the Industrial Education Department. I suppose we are primarily concerned with industrial arts teachers but certainly not limited to this. Any teacher who has a B.S. degree or a college degree and has what we would call accomplishment may be eligible for this phase of this program. The idea is to find them and then work a deal with industry to see if we can't get them the necessary skills to teach in the vocational areas they have selected. Now we know that this will be a program that we will have to work very closely with industry. Now I was particularly interested in the presentation this morning on the industry business education exchange program in Texas and when we find a coordinator I am sure one of his first visits will probably be to Texas to gain further information of what you have done down here and what you are doing. The present contact I have is coming up for an interview next week from Texas, orginally from Arkansas.

The second objective is to enable taskmen and skill workers in teaching conferences through an undergraduate program designed specifically to meet individual participants needs. Here we plan to work with the state department, work with the public schools, and try to identify craftsmen who would be interested in teaching in the public schools. People who have the skills, but do not have the teaching conferences, identify them and in our case take the work to them. There is no need to bring them to our campus or other campuses. This is not particularly unique. It has been done in Arkansas and various experiments have been done elsewhere and we are going to be looking at those quite closely and seeing just what has been done and how we may profit by those.

We would hope to work out a phase of this for which we would identify preferably on the sophmore year, but certainly in the junior year, students who are inspired to teach vocational education and then work with industry to get them in an industrial situation or in industry. We need to get them in the fields where they may gain the skills necessary for certification.

We hope with the trade and industrial people particularly to work with a program where they may work on Monday, Wednesday, and Friday, and go to school on Tuesday and Thursday. This would work out very nicely with our particular college. The GMI, General Motors Institute at Detroit, has done this for years and certainly we can profit by this sort of program. There are other methods whereby we may get them into industry or other firsthand on-the-job training experiences. This is what we are after so that they may be certified to teach vocational education. We are looking at the present time for a coordinator for the program. Someone who has been in vocational education and knows vocational education, and at the same time one who may be into industries and work with industries and also with the public schools.

We were particular in looking for a coordinator because we see no reason at all why this will not be a permanent part of our staff. This person must be, as I see it, a perfect qualified individual. Our sites are set high. We hope to find someone with excellent qualifications and when we do I hope we can report more on this sort of program later. Thank you.

# Team Approach to Working with Disadvantaged Youth

R. C. Haynie

I have been assigned limited time to present the inservice training project funded with EPD for about $13,000. I am not sure that I am going to comply with this limited time, but before I get into my discussion I would like to commend the Four Plan Committee for involving more minorities, women, and Chicanos. Last year only one minority showed up and of course we did not have as many women at the meeting last year as we have this time.

I would also like to commend the Four Plan Committee for finding it fitting and proper to put me at the middle part in Arkansas presentations. Last year I came prepared to make a lengthy report on the project and of course someone used up all the time. Now in case I happen to assume the freedom of using up all of the time this evening, just remember that I believe a turn about is fair play. Do not be worried, I am not going to use up all the time.

I would like to report to the inservice training effort as of 1973, workshop of school administrators, counselors, and vocational teachers working for disadvantaged and handicapped students. This is just one of several efforts that we have used in Arkansas in dealing with the teaching and learning of the disadvantaged and handicapped.

Each year since 1970, we have used a different strategy in dealing with problems of the disadvantaged and handicapped. In 1970, the main thrust was in the direction of guidelines, objectives, and planning. In 1971, we emphasized curriculum building and implementation. In 1972, we promoted educational media and stressed the need for individualized instruction. In fact, we also emphasized what we called learning packages. At that time there was a need to get the attention and interest of school administrators, especially the superintendent of schools. So we started working and got the proper funding and finally came up with the idea of a team approach in inviting the school administration, the present superintendent, the counselors, and also vocational teachers to this workshop.

The specific motivation for this kind of workshop was a feeling that very little on the part of some schools could go as far as providing help for the disadvantaged and handicapped at their level and capacity of learning. We got the idea that maybe we ought to try to get the attention of the superintendent, counselors, and vocational teachers. If you have been around the high schools in many school districts, if you want to get something done, you need to get permission of the superintendent of schools. We sent letters to the superintendents of 25 schools. This would be 25 school administrators, counselors, and vocational teachers.

I would like to describe this workshop as the 1973 workshop that was designed to assist school administrators, counselors, and vocational teachers to develop quality vocational education programs for disadvantaged and handicapped students in economically depressed areas of Arkansas. The overriding objective was to assist the teams in the organized field, modified education materials, and developing new education techniques. Another objective is to bring in consultants from across the nation and Arkansas with special know-how and tell them the problems of the disadvantaged and handicapped students.

We had 103 participants from 33 schools divided into what we call small schools, intermediate schools, and large schools. We worked separately and in groups in the afternoon, with help from various consultants, distinguished lecturers, and this whole group. Most of the time was devoted to general sessions or presentations on the part of distinguished lecturers. The distinguished lecturers provided experience for the participants in the general session and for the most part, question and answer periods followed each presentation of distinguished lecturers.

The main topic of speakers was the role of EPD and other sources as presented by Dr. Jack Nichols. Successful innovative programs in treating disadvantaged and handicapped persons was presented by Miss Barbara Kemp. The school administrators responsible in serving vocational educational needs for the disadvantaged and handicapped was brought to us by Dr. Gerald Fisher, who then was superintendent of schools and now president of a junior college in Australia.

The Four Plan Committee serving with special needs school was presented by Richard Lathrop, who is the director of special needs programs and distributive education in Colombus, Ohio. The specific requirement that must be met with behavioral and acceptable objectives was presented by Dr. Thelma Wright, the association Dean of Instruction in Joliet College, Joliet, Illinois. Then we had the role of the counselor in serving the vocational needs of the disadvantaged and handicapped students, presented by two people of the state department of education. Then we had the last presentation on the evaluation programs and services and speciality students.

In summary, I would like to bring this to you, the department of the EPD workshop. We think the EPD workshop was held in an atmosphere of goodwill and mutual respect. The unique feature of the workshop was the attraction of 13 superintendents of schools, 13 principals, 28 guidance counselors, and a large number of school administrators. This was the largest number of school administrators to assemble and take a hard look at the program for the disadvantaged and handicapped in Arkansas. There were 51 regular teachers and coordinators that work with special programs who attended. They listened to various speakers, participated in question and answer session, made presentations, discussed our immediate local programs, and the problems in small group meetings. They drafted 33 table-made plans for our local school area. They picked up a large number of handouts. The participants and consultants were provided with refreshments while they were socializing during various coffee breaks.

In addition to that there was a trip that provided additional socialization, fellowship, and goodwill. Prior to the close of the workshop, a number of participants and consultants expressed their desire that a good deal had been accomplished. There were two follow-up seminars, weekend seminars, I guess you would think of it, and also one guided career institution conducted by Dr. Freeman. Many of you are familiar with his connections with the national business alliance.

Now the direct result of this workshop is that we had quite a number of action on the part of superintendents. For instance, I know in one situation we had a career guidance institute in Camden, Memphis, Little Rock, and in North Little Rock. We have expanded programs in Magnolia, Ft. Smith, and Camden. I would like to thank you for listening. We also have some proceedings of our workshop. I doubt if we have enough to go around, but we certainly would like to have each of you take a number and this will be our way of distributing to the workshop.

# Arkansas Extern Program: Leadership Development in Vocational Education

Denver Hutson and Peggy Patrick

The Arkansas Extern Program is the leadership developing program in vocational education. It is a program that is sponsored jointly by the University of Arkansas and the department of education. The primary purpose of the extern program is to train vocational educators as administrators and leaders of local school districts for vocational education programs.

We call it the external program to differentiate it from an internal program. You know a program has been planned to be multi-sited with multi-institutions involved in the program. Actually the underlined philosophy of our leadership development program, the extern program, is that we go where the action is. We take our participants to our model programs, our exemplary and innovative projects, and give them the opportunity to see firsthand the program operations. We believe that if they actually see what is happening and what is going on in vocational education in Arkansas, their motive is to be able to go back to their local school district and adapt and modify these exemplary and innovative programs at the local level.

The extern program evolved as a result of the 68 amendments. At the particular time our teachers were prepared in service areas occupation. They came up through service area, they knew their programs, but they knew very little about what was going on in other programs. We felt in order to carry out the purposes of the 68 amendments, it was necessary that we orient them into a singular service area and give them a broad comprehensive view of the total vocational educational program. This basically again is what the extern program is all about.

We take a local vocational educator who has had background in both areas and we provided the skills, knowledge, and the experiences they need to understand the total and the comprehensive program in vocational education.

I would like to say from the state department of education's standpoint our interest in the program is to guide a group of personnel trained to function as administrators and leaders and for us to expand and improve our local vocational education program.

In the program you might refer to as a leadership development program, one of the first questions that would be logical to ask is, What are the characteristics of a potential leader? This is a question that you have to answer one way or another when you are thinking about the selection of participants. What are the characteristics of a potential leader? Naturally we cannot answer that, but we have to keep in mind the purpose of the program. What are we trying to achieve? We are trying to achieve the development of leadership which can perform at the local level primarily. In the selection of participants participating in the extern program we made it known throughout the state the nature of the program. Advocation for enrolling in the program was open to everyone who had an interest and an opportunity to apply. However, we again had to set up certain criteria to enable us to select participants because through experience and experiment, we found 15 was just about the maximum number that we could handle in a program. We had to be selective and we had to have some standards of which we might be able to select objectively. One of the major things that we did consider was the commitment of the individual, the long-time objective of the individual. It would be naturally impossible for a participant to carry out any kind of action program in the local school situation. We had to have this commitment. We had to have people who had already demonstrated some potential leadership as viewed by other people. Again, I say some of this is very subjective in trying to ascertain potential leadership. The decision has to be made and we have to be able to successfully determine particular participants in our school extern programs that we have conducted this far.

In planning the extern program we thought it was important that we practice what we preach in terms of planning, organizing, and conducting a new program. Therefore, we set the program up with an advisory council. The advisory council was made up of representatives of local school districts, specifically local vocational educators, businessmen, and representatives of industry. We asked them what they felt we needed as leaders in vocational education that would help promote our overall purpose of training for employment and they told us these things as we organized these into our program.

We came up with our staff objectives, our program objectives, and our participant objectives. Our staff objectives were going to conduct the type of program we wanted. Specifically, one objective was to develop a council of leaders at the state, local, and university levels that would be able to conduct an effective leadership program. That was the first time we had ever undertaken such an endeavor. We had no guidelines to follow, therefore, we made it up as we went along. We were also differing from the traditional type of academic graduate program and inservice training program. We were really attempting to design academic work with real experiences. We also want to be available to provide whatever assistance our trainers need.

We might accomplish these particular objectives, and to me this is one of the keys to this type of program. We have established very clearly what we hope to accomplish. We have zeroed in on each of these goals at the various seminars and as Peggy mentioned, the externs did assume responsibility for arrangements of resource personnel. The resource personnel had to be arranged as they would contribute to either particular objective. The participants in charge, we used two or three at each seminar, were responsible for developing the evaluation instrument at each state seminar.

In connection with the entire extern program, we have kept careful data concerning the change of these people, and we used several different testiments to measure change and so forth in these people over a period of 12 months. In addition to that, we have kept careful records concerning the evaluation of the seminar. Usually a portion of Saturday was spent with each person being asked to give a problem that either he or she had encountered since the previous seminar or to give some progress, some demonstration, or report concerning the plan of action that they have developed in the summer seminar. We did not hold them to the plan of action developed in the summer seminar. We are more flexible than that. We can change the plan of action at any time, to add or take away. At mid-term we looked at the plan of action that has evolved from the summer and we have made many adjustments. We added many things that were thought of here in the workshop. We took away a few things that were not practical to try to carry out the main plan of the seminar program.

## Peggy Patrick

At this time I won't try to attempt to give you any of the evaluative activities that we carry out, just to say that we have had a 100 percent placement of the first group into active leadership positions. In the second group with 14 participants, we now have 11 of the 14 in administrative positions and we will continue. We feel a commitment on our part to work with local school districts in losing our externs in the program.

Again there is no way to share with you and evaluate the warm feelings that the group had for each other and they still have. We keep planning reunions each year with each group. So far we really have not been able to get this together. Each thinks his group is the best and they have not really come to grips with this problem yet. I think that you might want to see a real life extern, Lloyd Greenwell, who is supervisor of our health occupation education program.

# Workshop for Teacher Educators on the Role and Function of Vocational Education in the Local School Setting

Lloyd Briggs

I am going to talk about three projects that we have had funded under EPDA or different parts of EPDA.

The first one, we felt was a very good project in the amount of need, but it has not done all that we would like to do, I think, at this point. This was a workshop for teacher educators on the roll and function of vocational education. This grew out of the concern that we had in Oklahoma of both the state department personnel and others who worked in the vocational education. They were concerned that maybe part of the problems were differences that we have in vocational education which grows out of the fact that teachers of the general education don't know what it is all about. As we talked about how we might solve the problem, we realized that we have many teachers in the state. We could not work with all the teachers, but perhaps we could begin to work on this problem by getting to the source of the problem and go back to the teacher educators because maybe the teacher educators did not understand vocational education either. So we need to bring the teacher educators together and try to help them develop a better understanding of what vocational education is all about. Then, hopefully, they will begin to transmit this awareness and understanding to the prospective teachers and the undergraduate free service education program. So, this is what we did and we did this in conjunction with the state department of vocational education. Dr. Alexander, Dr. Tuttle, the state director, and other state departments, as well as the faculty of OSU, got involved in various ways. Most of the people in the state department and many people from other institutions were also involved.

We have three major purposes, one of which I have already described is to help teacher educators develop a better understanding of the role and function of vocational education at the local school level. Also, we felt that when we bring these people together, they are all intelligent people, maybe we can get some ideas from them about how we might improve vocational education. We involved both the general teacher educators and vocational educators. We tried to spice it up with the vocational teacher educators from other institutions as well as the ones in the state.

The third one indicated here was to determine ways in which vocational and general education might work together to better serve the students in the program in the schools. The personnel served is approximately 150 teacher educators. We have many more than this in the state, but we have 19 institutions in the state that have teacher educator programs and we hope to get about 200 teacher educators. We did not meet that objective, but we did end up with about 150, counting the vocational teacher educators. The majority of these were nonvocational. As indicated here, these were from all levels of teacher education including elementary and secondary, as well as vocational teacher educators and some guidance and counseling educators. In general, it was a one-day workshop. Trying to plan our strategy of how we would get the most out of it, we decided that even though it was going to be a one-day workshop, if we were to start expecting the people to come in on the day of the workshop, they would probably drag in all hours of the morning and some might not even get there until we were getting ready to leave. I do not mean for this to sound derogatory to the nonvocational people, but I figure that they were about like the rest of us. We thought the best way to have them all there and ready to get going was to get them in the evening before. So we planned an evening banquet and had several speakers who gave some good information about some of the needs of todays students. We hoped that this would provide some ideas and thoughts to the evening and get us off to a good start the next day. We started off with general sessions and then we followed this general session with other general sessions throughout the day with small group discussions. We tried to have a group small enough where everybody could get involved.

The topics we covered were education requirements that would aid the students. This followed with a discussion on goals with objectives of vocational education and how this fits into todays requirements. Following that, we had a topic on an integrated approach to vocational and general education. Then Dr. Tuttle, the state director, talked about the state strategy for implementing vocational education. Then of course, we ended up with a panel of participants who discussed some of the implications of the small groups discussions and what came out of them. We wound up the day after having a very good workshop. We have had many comments from nonvocational educators who were there who said they thought they knew a lot more about vocational education than they had before and they thought it was worthwhile to them. I have indicated here the make-up of our advisory committee primarily not that it would be of too much interest, but to show the type of input we had. As an advisory committee, it was more of a planning committee, I suppose, than anything else. We had representatives from many colleges. These are the two major universities in the state, and one large private university, and one small private university, the state department of vocational education, and the representative from the state department of education, in charge of the divisions of secondary education. We felt that this was a very successful workshop and I think that we probably still need to do more. There may be some ideas that you can use here in your state, if you feel that vocational education is not what it ought to be among teachers in the state.

The second one is a project which is now in the process. The first one has been completed and is now in process. This is the project funded by EPDA, in part careers education program and USOE. The purpose of this program is to try to recruit people into education and areas where there are deficiencies of teachers. One of the areas where there are deficiencies is with teacher vocational educators and they really have not done anything with vocational education in the past. They have served other areas, but never vocational education, although this program has been in existence for quite a long time. So we submitted the proposal. We had facts and figures that indicated we did have some need for teachers in this area and industrial teacher areas.

Actually, back some time ago when I worked in one of our eastern cities, we did a survey of some of the departments in several of the southeastern states. Of those states surveyed, (there were not too many in the southeast corner), we found that in the area of industrial arts alone, there were some 400 programs which had been closed down because they did not have teachers. This was along about October in the school year. They were operating with part-time substitute teachers. In many cases, the coaches were coming in and teaching the class, maybe a math teacher was coming in and teaching part of it. They had to make shift arrangements to go out and run the program. In most cases of that 400, they had to completely close the program because they could not get a teacher, an industrial arts teacher. There was a need then and there is a need now, in the state of Oklahoma, and I'm guessing there is a need in the other five states represented here, for more industrial arts teachers. With the figures we had in this area and also in other areas of industrial education, we put a proposal and submitted it to the office of education for this particular program. We received funding to run this particular project. The purpose, of course, was to recruit people in the teacher education program in the particular areas where there weren't any. Now, this is not to just recruit people into Oklahoma State University. This is to recruit people into where they want to go in the teacher education. This can be in the state or outside of the state. This is primarily for the state of Oklahoma, but Oklahoma State University, of course, has an industrial education teacher education program. Many of the institutions have industrial arts teacher education programs. Students might end up going to any of these programs and that is part of the objectives. It does not make any difference where they go as long as we can get some people coming into the pipeline to go through the preservice teacher education program. We will do this primarily in the state of Oklahoma. We do plan to recruit anyone from Texas, Arkansas, or New Mexico, and we might slip over the border and see if anybody is interested in Kansas.

The program is primarily to prepare materials, have meetings, orient people to what vocational and technical education industrial arts is all about, and some of the good things about teaching. We really have not pushed the idea, that to teach a vocational or industrial program is really a rewarding type of career. We want to build on this idea. We will have brochures and various types of materials and once these are all developed, if you decide that you might be interested in doing this sort of thing, we will more than gladly send you some of the materials, if you will write to us. We also will meet with various groups as indicated on the transparency. We will probably meet with all the high school seniors or as many as we can get to during the school year. We also will be meeting the junior colleges and public institutions, people who are in their last year, getting ready to graduate, or in colleges with the undergraduate, in their first two years, who have not made up their mind to what their major might be. We are going to try to provide as much information as we can teach in these areas and hopefully we can get more people in the field.

The next one is another project that was funded partly by EPDA and I feel like we could use as much in the other areas. Most of the money for this thing has come out of Part F which was specifically for vocational education. Part of EPDA is doing the same thing but it is generally in use for vocation education. In this case, the project was funded under Part D and this project will be three types of activities. The one that is described on this transparency is a series of three workshops for teacher educators on the various educations. We will do these on the western part, central, and the eastern part of the U. S. The idea being again that teacher education represents a group which really has not done too much in their career education. Very little has been done at various seminars on the teacher education especially in the nonvocational area. What we hope to do is to bring together, from about 60 institutions, approximately seven or eight teacher educators representing the areas of elementary education, secondary education, vocational education, education of administration, counseling, guidance, and industrial arts. We hope to add to this, if we can get the additional money, home economics. We think this is an important area in which we can get more career education awareness and orientation into local schools.

Then we will have the Dean of Education from these institutions, this will be the nucleus within the institutions, which can return to the institutions and hopefully begin to integrate their efforts and concepts of career education into their total teacher education curriculum. Hopefully the teachers that come out of this program will know something about it, if the teacher educators know something about it. We hope to have some good things happen with this.

The bottom part of this transparency has some information that is valuable at this point. It indicates some of the types of things that we hope to do in the workshop. The details aren't here but we hope to start off the session with general information about the foundation of career education, the basic concepts of which most of you here and most of you in vocational education are familiar with. The first day, we plan to bring in some people who are operating successfully in career education programs in a public school system at the local level, to talk about the cooperative effort within the local school system, how they can all work together and make this thing go. The second day we want to talk about the implications that we have looked at, what goes on at the local school, and how they try to pile all of this together. At the local level, we want to talk about the implications for the local school program and each of these groups that we have indicated will talk about these implications for their particular program. Industrial arts, for example, will divide off into their group and talk about the implications for industrial arts, at the local school level. The vocational education people will talk about the implications for vocational education at the local school level.

Then we will move from that and talk about implications for teacher education curriculum. The next day, we hope to be to the point that we can do institutional planning in terms of what this nucleus of people can take back to their institutions and begin to tie some of the teacher education program together.

This is general but I thought this might be of some interest to some of you. If you have any ideas to go with this, we will appreciate them. In addition to this particular aspect of this project, there are two other components; one would be a cooperative effort with the ABA, the National Guidance Council on Vocational Education, and the APGA, to have a short workshop on career education for guidance counselors. APGA has pretty well worked without the other groups, so we would be working with them on that.

The third element will be a short workshop, a small effort with some of the leadership and professional organization of teachers. English teachers, professional organizers, math teachers, and some of the others, to try and begin to get this idea of career education into and among leadership personnel in the various professional organizations. We hope this will begin to permeate that particular group and filter down to the practice of teaching. This is essentially what we will try to do with this. We are pretty excited about it and hope that we can do some good things with it.

# EPDA 552 - Local, State, and National Involvement

Lloyd Wiggins

Thank you, Mr. Alexander. This is the fifth year that we have had the EPDA 552 Program at Oklahoma State University. We have had ten awardees from Texas, ten from Oklahoma, three from New Mexico, one from Arkansas, and we were trying last year to get one from Louisana, but we have not been successful. We have had 28 awardees from about nine other states and have a total of 52 for the program during the five years. We are very proud, in the fact that when the first program began in 1970, we had 14 awardees from nine different states. These people all completed their program and all 14 have since that time returned to their home states.

I would like to talk to you just a little bit about the course work at Oklahoma State in regard to the EPDA 552 Program. We encourage all the awardees to get involved in the best that they can with all of the department of vocational and technical education. We also encourage them to take other courses in the social behavioral sciences. Now, we actually require nine hours in the social behavioral sciences above the master degree.

We have a steering committee that helps guide and direct the program. It is composed of various people from various departments, usually the department heads that have representation from their graduate college. They have representation from the College of Education and also from the state department. Mr. Alexander is a new one in the steering committee and Dr. Bill Stevenson is the public head in planning and research.

In the past years, we have cooperated with the state department regarding the EPDA 552 Program. In 1970, for instance, we enthused the 552 awardees in a special group of activities that were held during the summer in the training of administrators. We also worked very closely in cooperation with the national EPDA project that has been sponsored in our areas. Last year, we had the main objectives seminars that were held in Oklahoma City. We had three different seminars and each one of those involved personnel from four or five states. So we have divided our awardees up into groups of six or seven and asked them to attend the three-day workshop on management by objectives.

About one year ago, Dr. Mary Ellis was involved in the regional conferences on Women in the World of Work. She had one on the east coast, one on the west coast, and one in the central region. One for Region VI and Region VII, involving a total of nine states, was held on the campus of Oklahoma State. We hope that this regional conference, Women in the World of Work, was understanding in our EPDA awardees that participated in the activities.

Each year we try to offer some special activities during the intersessions. Now, we have about two weeks between fall and spring semester. Last year we arranged with Dr. Ellis to teach a two-week course on Women in the World of Work. I think maybe we should encourage some of our teachers that did not go to that course, to enroll in it. At least, I would like to make this announcement; we have planned an automatic course to begin in case anyone wants to take it.

There has been an eight-week period between the spring semester and summer sessions. Last year, we offered one program on emphasizing an occupational education for Indians, the second week was occupational education for Mexican-Americans, and the third week was occupational education for the Blacks. We were quite pleased with the various activities of this particular activity. We had 41 people from the EPDA Program and 23 other individuals of the program. This is the type of activity we like to have for several reasons; one of which is the generation of extra student credit hours.

Also, associated with our program, we have a number of special activities. We have seminars on the regular weekly basis. For the first four years of the program, we have met at 7:30 every Thursday. Since that time, we have moved it up to 8:00. I think this hour is more satisfactory with everybody. We have also made it a practice of having a special program during the spring semester, once a month on Saturday morning. This has usually been done in the cooperation with the Council of Administration.

On occasion, we have special visitors come to the campus. We are pleased to have these individuals visit the campus and see our program. When they do come, we try to get something together in the way of a program or a meeting with the EPDA so they can get acquainted with these people. Last year, we had several people, including people from the U.S. Office.

Now, I would like to talk to you a little bit about the internship. As I look out across this audience, I can see an awful lot of people who have been involved in the internships, either as participants or as persons who directed the internship at the local site. So, I would like to take this opportunity to say thank you all for the job that you did. In regard specifically to the arranging of the internship, we tried to arrange internships tc the individuals needs. We also tried to find the possibility for future employment in an area that would be closely associated with the internship. We have some examples here. For instance, one lady who has been introduced about 100 times already, did an internship at the university in teacher education and now she is employed in another university outside of the state, in teacher education. We have one gentleman who did his internship in an area of vocational-technical school. Now he is the deputy superintendent for the area of vocational technical school. Another person who did the internship is on the State Advisory Council and he has had a key role in this game today. We have another one whose internship was teacher education and he is back in the state department. So, we are attempting to provide the atmosphere to the special activities, to the internship, and to help the awardees to learn the role they are expected to follow as leaders in the field.

I would like to give you just a little bit of background on the EPDA 552 Program. The original proposal was written in November of 1969. I think there were 18 proposals written and 11 institutions were subject. The proposals began in 1970. In 1971, two new programs began and these programs were involved with the EPDA 553 Program in the states. Those states that received the new program of 1971 had to use the 553 to sponsor awardees that they had in the program. We had 10 additional programs in 1974, so this brings the total to 28 institutions. Out of the first 11 institutions, we had 160 awardees. Out of the seven additional institutions, today we have in 28 institutions, 357 awardees in a one-year program. Now the number of awardees per institution vary from 4 to 21 individuals.

I would like to talk a little bit about some of the involvement in the national level for the EPDA activities. Several people here have heard me make these presentations for the third time, so just bear with me, Katy, if you would. In 1970, it was the first year, and the U.S. Office of Education asked to keep the institutions and send a representative to the AVA Convention to talk about the possibility of having some EPDA activities. One of the things that they decided in 1970 was they should get together the next summer and discuss the various features of their program. So it was decided that the U.S. Office would sponsor two regional conferences. One that would be held on our campus and one that was held on the campus of University of Maryland that was sponsored by Becker University.

Again, in December of 1971, there were limited activities for the EPDA 552 group at the Portland AVA Convention. At that time, it was decided that something needed to be done to encourage these people to attend the meeting. So, in 1972, at the AVA Convention in Chicago, the National Resource Panel added $25.00 to each person who attended the AVA and EPDA activities. This was either payed directly to the individual or to the institution.

Then, last year, 1973, the group again had in Atlanta, a defensive action in regard to organizing their group. One of the things they also planned was that we would have an activity in New Orleans on December 6, 1974. During the spring, from January to the time school was out, we had a national meeting for selective representatives from various institutes and regional meetings across the country. We had one national meeting and four regional meetings. One of the problems that we encountered in last years programs was the fact that many of the people that had been quite involved in planning the activities were no longer in the program, when school started this fall. It was decided in August, at our directors meeting, that we would have a planned activity in St. Louis on September 28 and 29.

I think Mr. Alexander was the gentleman that mentioned something about a democratic meeting here this morning but he has really never seen anything in the way of a democratic meeting in comparison to what we had in St. Louis on September 28 and 29. Let me give you a little background on the reason I have made that statement. We had individuals from 24 institutions and the majority of these people had never seen each other before. They had very little information because there was not much information for them to have received from their director or anyone else. They arrived in St. Louis and they wanted to be sure that they represented their institution properly. So we opened with an hour or two discussing such things as; who called the meeting to order, who had votes, and such things as that. That was alright, everything worked out, and everything's well that ends well. After a day and a half we had several people with key assignments to plan activities for the EPDA activities.

A question might arise in your mind, "What is all this about?" Well, actually, we have a group of students in training. The only way you can develop leadership is to let them get involved in making the plans and carrying out the activities. That is exactly what we were doing. In fact, the students made sure that the school directors there at that particular meeting did no more than let them get involved. So we have two committees and I want to tell you about this so you can see something in regard to distribution in the general arrangements committee. The person who was in charge was from Oklahoma, the seminar long committee was from Colorado, the program committee from Minnesota, the banking committee from UCLA and another man from the University of Kentucky. So you see we have good national distribution.

Our goal in this EPDA committee at the national level in New Orleans, on December 6, 1974, is to have total involvement. That potential of a crowd of that size, we have to have something for them to do. So, one of the things that we have decided for them, is to have ten small groups in the morning and ten small groups in the afternoon.

I mentioned a moment ago the institutions that were represented. Of the 28 institutions, we have 20 or 22 left without responsibility. So it has been decided that each institution will be in charge of one of the small groups for an hour or an hour and a half and one institution will be in charge of the program chairperson, the recorder, and a resource person.

I have some things here that I want to show you and I realize that you can't see them well. This is a copy of EPDA quarterly. We did this in January last year and decided to publish a quarterly. This one is devoted to career education. When they met in St. Louis, they never did get around to talking about the quarterly, so this may be the second and final version of the EPDA quarterly. At least it was a good try. Here, we have a book that describes the organized activities for the EPDA group, primarily since January of last year. We have the proceedings of the group as of 1971. Here, we have the proceedings of the groups that were held in Stillwater in January of last year, 1973. Here we have the works that Jean copied of the EPDA, in St. Louis. So, I did want to mention the quarterly.

There are several things that we could do and I think that this would have some application here, Mr. Cummens, in regard to group activities for the EPDA participating universities. We can do things together as a joint activity, writing perhaps the 551 proposal, taking a big hunk of Texas money with some kind of a good activity for the EPDA awardees from these institutions. If you want to make it a little bigger, we could probably include the University of Missouri; then get some of the money at Kansas City, get some more from Denver and include Colorado State, and have something more centrally located. Seriously, I think that we should be thinking in terms of taking full advantage of training programs and the opportunity that we have here and work with the 552 people.

Let me say that we have had many fine awardees in our program and many of them have been nominated by the state that you represent. We feel that it is a real honor and priviledge to be able to work with this group. You look out across this group of people that are here today and you can see many of the people that have been involved in the 552 program or the 553 program. Thank you.

# Workshop for the Development of Career Education in Counselor Education Programs in Oklahoma

Lucille Patton

Talk about reverse womens lib. We are really having it today. I do not know of anything worse than being the last one on the program after a long day unless it is being the first one on the program after a hard night.

Now, let me say a little bit about you people who are in this Dallas region that are accustomed to Oklahoma State University as being the university of vocational and technical teacher education. We do have the program at Central State University, which has been in existence on departmental manner since July 1, 1972. It has been our pleasure to be a part of the cooperative arrangement of EPDA funding. We think that some of the reasons that we have had the projects that we have had at Central State is because we have the only comprehensive department of vocational teacher technical education in the state. We are all located within the state. We are all located within the school of education.

I am suppose to talk to you about three projects, but we have sufficient handouts and I am not going to talk to you much except just a point or two which I think made them successful.

The first handout is this one. I brought 50 copies of this booklet which is called Career Guidance Syllabus for Counselor Education. We have been blessed with the career education concept and we have spent two or three years trying to understand it and another year trying to define it. There were some people who said it was a new name for vocational education. There were others who said it was a guidance and counseling responsibility. So, at Central State, Dick Mitchell and I got together and wrote a proposal. He is in counselor education and is a vocational-technical teacher educator. We invited in an equal number of counselor educators, vocational and technical teacher educators and counselors throughout the state of Oklahoma. We looked at the counselor education program because everytime you have a career education conference, you are just putting out a fire. You have to get to the root of the flame. All the vocational-technical teacher educators who are here today from Oklahoma helped to write this syllabus. This is the first time they have seen it because I asked our printers to be sure to have them off the press for this meeting.

So, those of you who are in teacher education or who are working with counselor education, if you do not have a copy of this, let me know. I thought there were some of you that would be more interested in this than others. So we are making this proposal to all counselor educators within the state of Oklahoma and others who need copies of it.

# STAFF DEVELOPMENT FOR VOCATIONAL EDUCATION

Gene Bottoms

## Introduction

Leaders in vocational education today are confronted with many questions regarding staff development for vocational education personnel. Among these questions are:

1. Has staff development been overlooked in the growth of vocational education over the last ten years?
2. Is the beginning vocational teacher of today as well prepared as the home economics and agriculture teachers of two decades ago?
3. Has our concept of vocational staff development kept pace with the added expectations that vocational education will serve the disadvantaged and handicapped students?
4. With the growth of area centers at both the post-secondary and secondary levels, have we adequately redefined the role of these local institutions in vocational staff development?
5. Has our concept of certification been influenced by the accountability movement?
6. Have we come to grips with cost-out, a comprehensive continuous vocational staff development effort?
7. With the expansion of vocational education are our old models of preparation and certification adequate?

Part of these questions extend beyond the scope of Part F and for that reason my review of staff development will not be limited to just Part F. Therefore, I propose first to define vocational staff development which may extend beyond Part F and second I propose to look at our challenge in providing a viable vocational staff development program.

## What is Staff Development?

Staff development is viewed as the most direct and immediate way to facilitate further improvement of vocational education. Staff development may be defined in terms of purpose, scope, origin, and nature.

Purpose: Staff development supports the achievement of state and local school systems' goals, objectives, missions, and plans for vocational education through the initial and continued preparation of vocational education personnel and through assuring that persons employed as vocational education personnel meet established performance standards.

Scope: Staff development encompasses the two separate functions of preparation and certification of professional and paraprofessional education personnel.

Preparation includes:

(a) orientation, exploration, and field experiences for persons considering working in vocational education

(b) preservice preparation of educational personnel prior to and during an initial period of full-time employment in vocational education.

(c) continued inservice preparation for maintaining and/or upgrading of vocational education personnel throughout their careers.

Certification includes the classification and licensing of both paraprofessional and professional vocational education personnel.

Origin: The goals and objectives of vocational staff development must spring from:

(a) the State Board for Vocational Education goals, objectives, and missions and projected program expansion.
(b) local boards of education objectives and local vocational education plans and these are derived from the needs of in-school and out-of-school youth and adults.
(c) new knowledge as reflected in improved products, program designs and practices.
(d) the profession in terms of standards of professional practices and ethics.
(e) the needs of each individual vocational personnel.

These inputs form the basis through which a professional advisement body recommends criteria and procedures for initial preparation and certification. The further along the educational continuum the individual progresses greater emphasis is placed on deriving goals for preparation from the individual's needs based upon performance in the context of their current setting.

Nature: The characteristics of staff development include:

(a) performance as the basis for certification and competency as the basis for preparation.
(b) having preparation program meet the criteria of the system approach.
(c) knowledge, skill, and attitudes in general education, teaching field(s) and the professional education sequence.
(d) integrating theory and application by extending the student teaching experience and by shifting professional education preparation to vocational classrooms.
(e) using the same instructional strategies in the preparation of vocational teachers that they expect to utilize as teachers.
(f) field experiences with upwards of 25 percent of the inservice (graduate) phase designed to insure translation of theory into on-the-job practice.
(g) continuous lattice of preparation and work that may begin even prior to the preservice level.
(h) delivering of staff development in a variety of settings and through a variety of media.
(i) using an array of public and private agencies and institutions, professional organizations through a variety of arrangements.
(j) having certification independent of the preparation process.

This represents one concept of staff development. It may not be representative of other perceptions of vocational staff development. If one accepts this concept of staff development, then the challenge offered to vocational education leaders in obvious and that is to move vocational staff development from its present status of operation to an operational pattern that approximates this concept. This assumes that a gap does, in fact, exist. In the remainder of this paper, several broad challenges regarding vocational education staff development are considered.

## The First Challenge is to Determine Which Vocational Personnel Come Under Vocational Staff Development.

The answer to question seems obvious; however, when you ask a question, "Who are the educational personnel in a given state who will determine whether or not the goals and objectives of vocational education are achieved?" then the answer becomes more complex.

The organizational structure of a given state vocational program will dictate to a large extent who the personnel are who come under vocational staff development. Those states that are delivering their vocational program through the public school system will by necessity have to include different personnel than those states who are delivering their vocational program through a separate delivery system. Whether post-secondary vocational schools are operated through local boards, by the state board for vocational education, through a board of higher education, or through local community college boards, the pattern dictates certain categories of personnel who must come under vocational staff development if vocational goals and objectives are to be achieved.

The degree to which the state board for vocational education perceives it to be the responsibility of vocational education to provide leadership and impetus for career education will determine certain categories of personnel that would come under the vocational staff development umbrella. Where the responsibility of vocational education is limited strictly to the job skill preparation function, then vocational staff development will deal with a much narrower range of educational personnel. However, where the state plan for vocational education has as its goal to expand prevocational, exploratory, and career awareness programs, then the range of personnel who will come under vocational staff development will be substantially increased.

Vocational staff development would include preservice and continued inservice preparation for the full-time preparatory vocational teachers at either the secondary or post-secondary levels. This includes both the vocational teacher who enters the field by way of a college preparatory program of obtained from industry. Beyond these personnel, there is considerable variance among the states as to other educational personnel who would come under both preservice and continued inservice focus of vocational staff development. It seems logical that the state leadership needs to decide whether or not the following categories of educational personnel belong under vocational staff development including guidance counselors; prevocational teachers including industrial arts; exploratory teachers; job placement coordinators; related academic and basic skill teachers.

There is a host of vocational education personnel who come under the continued inservice aspect of vocational staff development whether it be for graduate credit or not. One major category would include the vocational leadership and supervisory personnel at local and state levels. Another group of vocational personnel for whom little or no staff development has been provided is the part-time adult vocational teacher. Providing vocational staff development to this group is certainly a major challenge if we are to continue to improve our adult program. The degree to which the state board for vocational education is involved in the manpower development and training program and in providing training for personnel to fill jobs for new plants opening in the state further adds to the personnel vocational staff development is to address. Additionally, vocational staff development has not addressed part-time adult vocational teacher, the manpower training teacher, or teachers used on a short-term basis used to train personnel for new industry.

The degree to which vocational education succeeds in many states will depend upon the degree of commitment possessed by the general school administrator toward vocational education. There is no way the preparation program for the general school administrator can adequately address all the areas for which they are responsible. Therefore, the commitment and knowledge of the general school administrators regarding vocational education will be dependent, to a large extent, upon the degree to which a continued program of vocational staff development is provided to them. If the state board for vocational education expects the secondary academic teacher to provide the appropriate related studies for students pursuing vocational education, then this group will have to come under a continued inservice focus of vocational staff development. In addition, a vocational staff development will be extended to all educational personnel if the state board for vocational education perceive it in the best interest of vocational education to promote the concept of career education.

Certainly the challenge to any state is to decide just who is to be served by the vocational staff development program. Part F has placed some limitations regarding who and for what purpose; however, many state programs go beyond Part F. Therefore, I think it is important that we recognize it is not easy to determine just who is to be served by vocational staff development.

### The second challenge is to determine what are the vocational staff development needs.

The supply and demand factor is one of the major considerations in determining vocational staff development needs. To determine the number of new personnel needed beyond that which will be supplied over a given period of time, projections have to be made regarding the number of vocational personnel by field to be replaced because of retirement or by exiting from vocational education and by determining the number of new vocational programs by occupational areas to be implemented over a given period of time. If data is available on the replacement rate during a previous period of time and fairly accurate data is available on projected new programs, it is not too difficult to determine the additional number of new personnel which vocational staff development must provide. The other part of the demand side is to determine how many existing vocational personnel and other educational personnel are to be inservice each year on some continuing basis. Determining the latter is a much more difficult question and also includes the policies and incentive support necessary to deliver the person to be inserviced.

Determining the number of personnel to receive vocational staff development is not as significant as determining the nature of the staff development program that is needed. In the past, needs for vocational staff development have been limited to determining the number of people to receive staff development. Not enough attention has been given to what type of staff development is needed and for what purposes and what is to happen differently back in the vocational program as a consequence to staff development effort. The determination of the new skills, knowledges and attitudes vocational personnel and other personnel are to receive must originate from student needs. That is, the question must be asked, what are your current vocational programs not achieving in terms of desired student outcomes you believe they should be achieving. A major fallacy of staff development thoughout vocational education in the past has not been traced back to particular gaps between what was desired in terms of outcomes for the vocational student and what is currently being achieved. Therefore, a state vocational staff development plan cannot be viewed as a separate entity. It must grow out of the broader state plan for vocational education and must be traceable back to student needs.

It is difficult to derive a state plan for staff development directly from student needs. Once student needs are determined, one then has to decide on the major factors believed to be preventing these student needs from being achieved. Once a decision has been made as to why the student needs are not being achieved, then it becomes possible to project some type of program improvement activity to be initiated to meet student needs. For example, you may decide that in certain programs throughout your state you have a very high dropout rate in that you have a large number of students who are not being prepared at a sufficient level to enter the field for which they are being trained, that students are in fact dropping out without completing the program. You may then reach a conclusion that there are certain problems with the instructional program that are causing this. You may determine that the program is, by and large, lock stepped, every student is moved at the same pace which moves too fast for some, too slow for others. The consequences, you may elect to make a number of instructional changes including individualizing the curriculum. Once you make the decision that individualization of the curriculum would result in programs in certain occupational fields more appropriately meeting the needs of students, then it becomes possible to begin to identify the new skills, attitudes, knowledge needed by the instructors in those programs. Therefore, it is essential that inservice staff development, whether at the graduate or noncredit level, be directed at enabling groups of personnel to acquire the new attitude skills and knowledges necessary to make a particular program improvement change. This should result in vocational staff development for a purpose.

Therefore, a challenge in determining staff development needs must be extended to include the competencies that are needed by these personnel to implement a given program improvement.

### Who is Responsible for Determining These Staff Development Needs?

The needs must be determined by the consumer. In this case, I see the consumer being either the state department of education, vocational education division and/or the local education agency. Teacher preparation institutions should be involved in helping determine the needs, but the final responsibility for specifying what is needed must come from the consumer, not the producer. A major problem in all staff development in the past has been that the consumer has failed to specify to the producer, in regard to staff development, what it was they wanted. Let us not forget that the individual teacher is also a consumer.

There are certain staff development needs that can probably be better determined at the state level: those dealing with the supply and demand factors of new personnel would be one category. The state board for vocational education has looked at its programs and has determined certain improvement strategies would produce better student outcomes. The needs do dictate statewide staff development needs. However, it is essential that the director of the post-secondary vocational-technical school or of an area vocational high school be given an opportunity to define staff development needs for that institution in the context of what they are trying to achieve with their students. There is a challenge to create a climate that shifts part of the responsibility for determining staff development needs to the local level. It has been my experience that all of this, by and large, has been lodged at the state level.

## A Third Challenge is to Determine Policies Regarding Educational Preparation Pattern of Vocational Personnel

It is proposed that both the preservice and inservice preparation of vocational education personnel become competency-based as opposed to the current experience based programs. The competency-based preparation program is an instructional system based on a set of explicit expectations of performance which are determined to be essential to effective teaching or supervision in vocational education. These expected performances would be derived from the state plan for vocational education, local plans for vocational education, preparation institutions, the profession. Instructional activities would be designed around the needs of the prospective practitioner that have been assessed in light of these expectations. By individualizing the instruction to fit the need of the future practitioners, the instruction is efficient (to avoid overlap) relevant (does not leave gaps). As a minimum, the competency-based preparation program should (1) state the precise specification of the behavior expected of the teacher trainee; (2) plan training procedures aimed at eliciting the expected behavior of teacher trainee; (3) measurement of the consequence to determine if specific behavior was achieved; (4) immediate feedback to the teacher trainee; (5) recycle through the training procedure; (6) measurement feedback of the results following the repeated training.

In addition, state boards for vocational education should consider extending the undergraduate student teaching experience over three quarters in designated student teaching centers and that this be done in a manner in which theory and practice is more adequately integrated. The second handbook of research on teaching published in 1972 summarizes research which clearly indicates improved performance of teachers who have extended student teaching experience in which theory was integrated throughout as contrasted to the more traditional method of student teaching in which theory is taught first and then one does his practice teaching. Through establishing designated student teacher centers, it would become possible to establish as supervising student teachers those persons who demonstrate the very behavior and practices desired of new teachers. Furthermore, by concentrating a sufficient number of student teachers in a single site it becomes easier for the college or university to locate faculty at the site for extended periods of time to provide the related theory and to follow this through into actual practice in the classroom. In essence, both the competency-based approach to preparation and the student teaching center concept would truly model vocational teacher preparation along the very lines of vocational education itself. In a student teaching center, you may have certain teachers designated as supervisory teachers or master teachers and who themselves may be placed on an extended day contract to provide staff development beyond the school day.

It is further proposed that consideration be given to redefining preservice preparation. At the present, preservice preparation is considered that training received prior to employment. Preservice preparation should be extended into the early years of employment at least through the first and possibly in the cases of some individuals as long as three years. It is impossible for a college to take an 18-year-old and in four years make a professional educator out of that individual. It is even more impossible for the college to take a person from industry and in two weeks make a professional educator out of that person. It is time we face this myth and establish a means through which an initial preservice preparation may extend into employment. Under this concept a person would become a professional vocational educator when he has demonstrated on the job over a period of time he can perform at an acceptable level. Extending preservice preparation into the initial years of employment would mean providing some type of follow-through staff development for these individuals to meet their needs as determined by a continuous assessment process. To implement this program would require that there be designated persons at the local level who would serve as lead or master teachers to work with beginning teachers. These persons would be responsible for assessing the individual's performance and in providing feedback information to them regarding areas in which they need improvement. In addition, this person could either arrange to provide the staff development to meet assessed needs or work with a college or university to provide the continuing staff development. Part of the responsibility for vocational staff development has to be shifted to the setting in which the individual is to work. It is impossible for all of it to be done at the college, on-campus.

Field-based graduate preparation should become the mode through which all categories of local vocational education personnel pursue advanced degrees.

The term "field-based" implies a teacher education program geared to the individual educator's needs in his current setting. It contains the promise that the focus of graduate teacher education will be to improve the performance of educators or practitioners. This optimistic view creates the expectation of a program with certain positive characteristics.

1. Teacher education programs designed to facilitate achievement of student goals determined by local school systems.
2. Teacher education programs designed to assist educational personnel to translate new knowledge into improved practice.

3. Teacher education programs in which the staff resources of both the school district and college are being interfaced towara a common outcome.
4. Teacher education program in which "performance" becomes an additional basis for excellence rather than just the acquisition of cognitive knowledge.

Field-based graduate teacher education programs should be developed jointly by a local school system or vocational school and a teacher education institution. They must be designed to supply those competencies needed by educational personnel as determined by comprehensive local system student needs assessment. Teacher education programs that become supportive of local system educational plans will have significant impact upon educational improvement.

The inherent characteristics of a field-based teacher education program should include:

1. A program emphasis as opposed to selecting from a smorgasboard of courses.
2. A program tailored to the unique needs of the individual in his environment. This would necessitate considerable on-the-job assessment of the individual prior to formulating a prescribed program.
3. A team of college and local system personnel who work together with designated responsibilities for carrying out the program.
4. Completion of the program when the individual demonstrates adequate mastery of an acceptable number of broad based performance tasks.
5. At least 25 percent of the program consisting of an on-the-job phase that extends throughout the program. During this phase the individual would demonstrate mastery of selected performance tasks. The remainder of the program (seminar, lectures, readings, discussions, etc.) would be related to and supportive of the on-the-job phase.
6. Follow-through assistance provided to the individual on the job to insure application of new knowledge and skills.
7. Assessment of mastery of a particular performance task by someone other than the persons providing the instruction.

A systematic pattern of preparation is needed for vocational education personnel obtained directly from industry. Prior to the formal teacher experience, these personnel need six to nine weeks of concentrated preparation which includes practicing teaching experience with a master supervisory teacher. During this initial period of preparation, it will be essential that these persons be placed on salary which will necessitate certain changes in policies at the state level. Most persons coming directly from industry do not have the kind of income to maintain themselves and their families for the period of time prior to going to work.

During the first year of employment for personnel coming directly from industry into vocational education, on-the-job preparation should be maintained. Such persons should be assigned to work under a master supervising teacher during the first year on the job. This master supervising teacher would have the responsibility to assess their performance, to provide them with insights into ways they can improve, and to work in arranging continuing staff development activities for these new teachers. Part of this effort must include on-the-job follow-through during the first year by teacher education institutions. This approach would necessitate that vocational institutions, whether at the secondary or post-secondary levels, have on their staff someone who has had sufficient preparation and who by demonstration of performance can adequately work with new people to improve their teaching practices.

An additional three to six weeks of preparation will be needed at the end of the first year of employment for most persons coming directly from industry into vocational education.

## The Fourth Challenge is to Separate the Function of Preparation for the Function of Certification

Though most state laws specify that it is the state board of education that is responsible for establishing the criteria and for applying the criteria for certification of educational personnel, in reality those who have prepared the educational personnel have, in fact, certified. The state board of education may have to rely upon both the institution of higher education and the local school systems for collecting data it uses in determining whether a given individual is to be certified. If we are to continue the process of improving the professional vocational educators, then certification is going to have to become a function that is independent of employment and preparation.

## The Fifth Challenge is to Establish a Performance Basis for Certifying the Vocational Education Personnel

The state board for vocational education must be committed to adopting a policy of establishing demonstrated performance as a basis for certifying vocational personnel. This policy would shift the basis for certification from complete reliance upon certain numbers of years work experience and the completion of appropriate college courses to one that begins to focus more in terms of on-the-job performance. In the beginning, performance-based certification would have to focus on determining whether or not the individual could demonstrate on the job those competencies believed essential in producing desired student learning. In time, certification may, in fact, be based on whether or not a given vocational teacher can produce desired student learning. However, at the present time appropriate instrumentation and methodology are not available, in my judgment, for doing this. The state board for vocational education would have to convene some type of professional council to be responsible for recommending criteria and procedures for moving toward a performance-based certification program. Implementation for this policy would necessitate considerable funds for developmental activities and specification of competencies, validation of competencies, development of assessment instruments, training of personnel to apply assessment instruments, and in the development of other tests to determine whether one possesses sufficient knowledge and skills in occupational area in which they plan to teach.

## How Might a Vocational Teacher be Certified in a Performance-Based System?

The initial certificate might be labeled a nonrenewable certificate. This certificate could be based on a weighted index of criteria applied externally to the teacher preparation process. The main component of such an index or profile of performance could include having completed a competency-based preparation program, assessment of student teaching performance under a common set of performance criteria and assessment procedure: grades both in professional education and subject matter field and a criterion referenced test designed to measure mastery of knowledge and skill in the occupational fields that are judged essential.

Each of the components within the weighted index would be given different weights according to the significance of the information they provide. Criterion referenced tests in one's occupational field and student teaching assessment performance for instance would carry more weight because they yield information more directly related to the act of teaching. In order to receive the initial certificate, a mix of these elements should equal a certain weight which has been established as the overall minimum level of a new vocational teacher in order to teach in your state or a given state.

Because it is a first step in a continuum of performance assessment in certification, the assessment of student teaching performance will be a critical component in a weighted index of criteria appropriate for the initiate certificate. It seems logical to believe that some generic competencies could be identified with appropriate performance indicators that all vocational teachers would have to relate to in order to receive the nonrenewable certificate.

It is within our grasp to develop criterion referenced tests to determine whether or not vocational teachers possess adequate knowledge and skills of their occupational fields. Essentially, the occupational teacher should possess as a minimum that knowledge and skill we expect students to master in a given vocational program. It would be possible to establish evaluation centers in certain vocational-technical schools for administering the criterion referenced tests. To start, those occupational areas in which one has to pass a state board exam in order to receive a license could be exempt. In addition, where an instrument is currently available which is judged to have appropriate validity by a panel in those fields, that could be used thus limiting the initial development to a smaller number of occupational fields.

In terms of the occupational teacher who comes directly from industry, this person before he can be employed would have to demonstrate an evaluation center that he does in fact possess the essential skills and knowledge of his occupational field. Based on that singular criteria, individuals could be given a nonrenewable certificate. It is projected that the nonrenewable certification for any vocational teacher could be valid for up to three years. The vocational teacher would then have up to three years to demonstrate on the job that he can meet some preestablished standards in order to receive a renewable certificate.

Once a person received the initial nonrenewable certificate, he would have from one to three years on the job under supervision by the local school system and college to demonstrate ability to perform at a predetermined level in order to receive the renewable certification. The establishment of the nonrenewable certificate implies that a new teacher is not expected to be fully a professional. It would extend preservice preparation through the initial period of employment. The individual, vocational teacher, would be expected to demonstrate over a year that he can perform at a predetermined level on those competencies believed most essential to producing desired student outcome.

One of the state roles in this design is assessment--to insure a uniform and objective basis for certification. This role reflects the state's legal responsibility for certification. The LEA's role in this design is that of supportive supervision and assessment. Diagnosis and design of inservice staff development activities based on a beginning teacher's assessed needs and supervision of their performance would constitute supportive supervision.

The college role would be to assist the local school system or vocational-technical school in inservice staff development activities based on the assessed need of the beginning vocational teacher. This would give the college opportunity for follow-through role with its graduates.

Once the vocational teacher receives a renewable certificate, this would mean the person would have to continue to participate in staff development activities throughout the educational career. Thus the life certificate would be eliminated; however, it would be important that vocational personnel be able to renew their certificate both through college credit or through noncredit staff development activities. Such continuous staff development activities should be based on the individual's assessed needs in terms of his/her institution is seeking to achieve with students served.

### The Sixth Challenge is for the State Vocational Education Leadership to Stimulate Local Administrators to Take the Leadership Role in Determining the Vocational Staff Development Needs of Their Personnel in Designing and Delivering Quality Programs to Meet Those Needs

Vocational education has grown to the extent in most states it is no longer possible for the state staff to provide the kind of continuing inservice staff development needed by local vocational administrators and teachers. Furthermore, it is even more difficult for the state director of vocational education to deliver to college campuses during the summer months the vocational teachers for continuing inservice activities who are employed by a local board of education. Thus, there is a need to rethink and reshift in part the focal point for leadership in vocational staff development. If you can get a director of a post-secondary vocational school involved in determining the major needs of students in his school in examining changes that must be made in order to meet those needs and in that deriving new skills and attitudes needed by his staff and in developing a staff development program to meet those needs, then I submit to you that you will have a better vocational program in that institution. Therefore, a process needs to be created that causes the local vocational administrator and/or the local general education administrator, depending upon the situation, to take the leadership in determining their vocational staff development needs.

There are two possible ways through which part of the vocational staff development effort can be shifted to the local level. First, the local plan for vocational education may be expanded to include the staff development section. The staff development section might ask the following kinds of questions: what new knowledges, skills, and attitudes will be needed by certain categories of vocational personnel in order to implement the vocational program for which you are requesting funding.

The second question might be, How will you provide the staff development necessary for the above vocational personnel to acquire new knowledges, skills, and attitudes?

The third question might be, How will you determine whether the staff development program resulted in vocational personnel performing differently?

The obvious fourth question might be, How much will it cost and what will the money be spent for? It is not unusual to have cost items in a local plan for vocational education pertaining to salary, equipment, facilities, travel. Maybe it's time we create a focus at the local level on the major factor that determines success in vocational education--that's the staff. Another method would be to make vocational staff development a part of a more comprehensive staff development effort in education. Through this process, each local system would be required to develop a staff development plan for all educational personnel including vocational education. In addition to the questions asked above, the local system would probably have to first determine those student needs that are not currently being met and second would have to identify improvement activities they plan to implement to meet those needs. From that point forward, the four questions asked regarding vocational education would be appropriate.

There are many categories of vocational staff development needs that can be better organized and delivered at the local school level. If a state board for vocational education plans to give emphasis to career edcation, it is more likely that it can be more appropriately done through local staff development efforts just because of the sheer number of persons involved than it can through a state centered effort. Efforts that focus on enabling large numbers of vocational teachers to develop certain new and instructional approaches such as individualization of instruction or the application of behavioral modification in the classroom, working with the disadvantaged and handicapped, etc. it probably would be better developed and delivered through a focus at the local level than it can at the state level. However, it will be essential that the state provide sufficient funds to the institutions and colleges in its state to make sure personnel are available with expertise in these areas.

In the beginning, funds made available for local school systems for staff development purposes should be very limited. Excessive funds are not necessarily needed. Funds would be used to buy materials, to contract with institutions, for preparation, to pay the expenses of staff for participating in staff development activities.

### The Seventh Challenge is to Obtain the Necessary Financial Support for Vocational Staff Development

The state board for vocational education must insist that colleges and universities spend an equal amount of dollars for vocational staff development that is expended for staff development in other areas.

Funds provided through Part F represent only C money in terms of global needs in vocational staff development. The state legislature must begin to reflect adequate funding for vocational staff development. In my judgment we should be spending a minimum of $100 per year for each vocational personnel employed in the state staff development.

It is essential that we recognize the broad range of cost items within a total vocational staff development program. The cost items would include underriding a part of the cost to have a strong preservice and inservice teacher preparation program. The staff development cost would include funds for preparing existing vocational personnel to implement particular improvement activities deemed essential to achieving desired student outcomes. Staff development cost would include the establishment and maintenance of evaluation centers in terms of determining whether vocational teachers have adequate knowledge and skills in their occupational teaching fields. In regard to performance-based certification, additional funds will be needed to develop the criterion referenced tests, in preparing master teachers to work with beginning teachers and student teachers, and in developing and establishing student teacher centers. Funds will be needed for local staff development plans and it is also important that the individual vocational teacher not be out money to maintain a level of competency in his field.

## The Eighth Challenge is to Maintain Some Balance of Thrust in Vocational Staff Development Program

Several reference points must be considered in formulating the staff development program. Some of these points would include the following:

A. Assessed new curriculum products produced both within your state and throughout the country that might be more appropriate to meet the desired student needs. Staff development programs will have to be developed to prepare staff to implement new curriculum products. In most instances curriculum materials moving from a teacher centered approach to a student centered approach will take considerable on-the-job assistance for these teachers in reorienting physical facilities and their own thinking.

B. Staff development should concentrate on improved instructional strategies. The positive results that have been received with the concept of positive reinforcement, positive expectations of students, diagnosing and prescribing a learning based on individual needs, individualized instructional process all point out new instructional strategies and skills needed by the vocational teacher. Vocational teachers will not only need knowledge about these new strategies, but will need help in translating this new knowledge into practice.

C. Considerable emphasis needs to be given vocational staff development to certain special populations. Even though the '68 Amendments are now some six years down the road, adequate attention has not been given in vocational preparation to preparing vocational teachers to work with the disadvantaged and handicapped students. Many institutions that offer comprehensive vocational programs have not employed persons with expertise on their staff in these two areas nor have adequately drawn from other fields. In addition to these special populations, there is no reason why in both secondary schools and post-secondary institutions vocational program experiences cannot be planned for the gifted students as well.

D. Maintaining and continuing to upgrade competencies of vocational teachers in their occupational fields will be a persistent need. Every effort should be made to provide continuing experiences both within industry and the formal instruction setting for teachers to acquire this new knowledge.

E. Vocational leadership personnel need to continue preparation so they might provide adequate leadership for their programs. Special emphasis will be needed in management, particularly management that focuses on consequences as opposed to holding school. There is no reason why a regional director, local director, supervisor of personnel might not participate in staff development to assist them to acquire skills and knowledge in working with their own staff in putting together a staff development program for their respective institutions and/or programs.

## Summary

Several elements make up a total vocational program. These include the student, facilities, equipment, curriculum, instructional media, leadership personnel and a management process. The one adult element addressed in this paper has been staff. Considerably more attention has been given in the past to the facilities and equipment in finding and enrolling students than has been given to preparing the staff. Brick and mortar do not make a program. Competent personnel make a program. The challenge to vocational education is to create the climate that results in those personnel directly involved in vocational education and whose support is needed to make it successful to be in a continuing state of improvement throughout their professional careers.

# What Should Teacher Training Institutions Expect from State Departments

Joe L. Reed

Mr. Browning always felt that here in Texas, the State Department of Education was pushing the university to the fullest extent to develop quality programs. In Tennessee, I feel it is the reverse of that. I feel that the university there is pushing the State Department to do more and develop higher type programs.

When I received this topic, I really felt inadequate. Actually, Mr. Browning, I think if you'd had my notes, you could have used my notes in making your talk. You'll see how much we really agree, and let me say, down through the years I have developed a great deal of respect for this man. Mr. Browning, I'm not embellishing this at all, you're the first state director of vocational education that disseminated on a wide basis, state plans so that everybody who is engaged in vocational work or who may be in engaged in vocational work, would know what's in the state plan and what to do, so they would have the guidelines and all. At one time, it was a very close kept secret seemingly. I actually saw a fellow once go by his office, unlock a filing cabinet, get out a state plan or an exert from it, go and talk on it and then go back and lock it up. He said, we've got to safeguard those things, these are rules and regulations we have to operate by. Well, I surveyed a lot of different teacher educators and let me say, I hope we have a change.

I'm also very pleased to see that state advisory councils are represented here. I think they are one of the balancing elements that we have, that is going to help improve vocational education.

One thing that seems to be universal is that teacher educators and teacher training institutions have a right to expect this thing of keeping everybody informed, who have a concern about new developments and new changes. That is one of our big problems. One person said to tell you to concentrate more on building better vocational programs and less effort in building bigger political empires. So these are just some of the things here.

Now, here are some of the things I think I have learned down through the years and that is never try to tell all that you know at any one time. I know that you're glad that I have learned that. I assure you that I won't try to tell all that I know at one time. I also learned never to rock the boat unless you have a good life jacket. I also learned that no person is ever fully mature, totally secure, or definitely sure of anything. I also learned never to abandon a belief simply because someone has proven it to be untrue. Hang with it, as Mr. Browning said, with all these changes, it may be true next year. I also learned that most of us want to be understood much more than we want to understand others. I also learned you're only truly tolerant when you can tolerate the intolerance of other people. I also learned that it is not what we eat that tends to destroy us, but what eats on us.

Now, just a little bit about teacher educators and teacher training institutions. I think it was a tremendous help to me to go into teacher education, having a background in state supervision. I have difficulty in in separating the two. The main difference I see today when I go into a school is, that as a teacher educator, I do not hold any purse strings. I'm there only to sell and give a service. When I was state supervisor, I did have an incentive, a motivator in the form of a reimbursement. That might persuade local schools to do some things they had not thought of doing. One of the first things that I think that teacher educators and teacher training institutions have a right to expect of the state departments, is a full and equal partnership in all aspect of vocational programs. I hope I'm wrong on this, but I've had some experiences down through the years that causes me to believe that there is a tendency to relegate teacher education to the level of a second or third rate citizen.

There is some effort, at different levels, to cut off vocational funds to teacher education. I actually heard one state director say several years ago, that while teacher education may be required in the law, he wanted just as little of it in his state as he could possibly get by with. I said, if vocational education wants to concede on the principle of cooperation and funding on the basis of a partnership between the federal and state governments, it should also between the state and the local agencies. As Mr. Browning pointed out here, in the original act the legislation provided funds to be extended for state supervision, teacher education, and the salaries of vocational teachers. We looked at one state, that in order for the various states to receive the matching benefits of vocational funds, they must establish an adequate program of teacher preparation and assistance. I'm too practical to not realize, that because of our governmental structure, education is saturated with politics, and vocational education is supersaturated with politics.

We cannot ignore the power structure of any community, For this reason, through the years, we've been forced to maintain a strong position for vocational education at the national level, largely through our efforts, through our contributions, and through our memberships to the American Vocational Association. Anyone who doesn't know that vocational education has largely existed and continued down through the years, through the efforts of the American Vocational Association, is probably not a vocational educator. State Departments of Education expect all persons in vocational education, including teacher educators, to pay their dues, both to the state and national organizations, in order to secure financial aid for vocational education. At the same time, some of them advocate that colleges and universities pick up the cost of vocational education, in order, they say, that money may be freed up for further use or more use for the State Department of Education. I have heard this at Atlanta, I have heard this at Houston, and this may be the thinking probably, more of the U.S. Office of Education at one time, than it is the State Departments of Education. In many cases, an increase in funds for vocational education is obvious mostly, by the increased number that we find on state staffs. We received 100 percent increase in funds and we increased the state staff 200 percent and we increased the state program across the state 50 percent. Dean Griffith, of New York University, says most State Departments of Education would do well to reduce their numbers and improve their quality. Remember, he said that. We have a fellow in the state department who is charged with collecting these dues. I've actually seen him in meetings encouraging us, insist, and almost demand that we pay our state and national dues, and we do. At the same time, he advocates teacher training funds to teacher training ought to be furnished by our colleges and universities. I've seen cases where State Departments of Education would not stand shoulder to shoulder with teacher training institutions asking for state appropriations, for teacher education. With most of our tax money going to the federal level, we must have federal aid to teacher education. Colleges and universities depend much on federal aid. We have many programs on the campus at the University of Tennessee that are 100 percent funded. Colleges and universities are having their financial difficulties and I would say of all times, this is not the time to try to wean them away from some federal funds for vocational teacher education. It has been proven in many cases that where there's no aid, there is usually no service or it dwindles out. Registration fees will not pay all the cost of education, they only pay a small part of it. There is no institution that is totally self-sustained or self-supporting, even our church schools must have an endowment and our state schools must have taxes.

Teacher education has the right to expect State Departments of Education to set forth clearly and in writing, this is what Mr. Browning said, the teacher education services that they expect from teacher training institutions, including the financial arrangement on which of these services will be delivered. I always respected the late Jim Kirby and even though we disagreed on many things, which didn't bother him, one thing that Jim said frequently was anything that is really worthwhile is worth putting in writing. Now, Mr. Browning, I don't know of an existing document anywhere, there may be some and I hope we come to it, setting forth what services are expected and what financial and physical arrangements there will be made in order to receive this. Personally, we insist on a legal and binding contract on the smallest financial transaction, but we ignore the importance of such a document for vocational teacher education. I have heard that the late Jack Deletne did attempt, when he went to New Mexico and I sent him what material I had to draw up (and I hope that is continued), to draw up a legal document with teacher training institutions. Like Mr. Browning said, those who are willing and able to deliver this service, do business with us. Those who said our traditional and our cultural practices here will not permit it, there is no need to waste your money with those people. There's one thing I have noticed and that is there seems to be a tendency, you know for years, nobody, particularly no teacher training, very few teacher training institutions wanted to be bothered with vocational teacher education. It just wasn't worthwhile. But now that vocational education is getting to be big business, and more recently since they parade it, and had gotten the light which is usually green, they all want to get into the business. Yes, they see now that it probably is a good thing. I'm not alarmed, and maybe this is paranoia, maybe it's based on professional jealously. In our state, they're approving almost any institution that will give any indication that they want to get in the teacher training business. They're approving institutions and staffs, that a few years ago fought vocational education, I don't know what's happening to them. I don't know when they changed, but I hope they have.

We have even invited them, the staff members, to come and sit in on our teacher training courses. I know one institution that I have served on the doctoral committee of one of their staff members, he had never had (as far as I know even today), a course in methods of teaching, and yet he has been anointed, he has been approved as a fully bona fide, vocational teacher educator in the field of industrial education.

I've heard 100 times, Mr. Browning, that teacher education is not doing the job that it is suppose to do. At the same time, I cannot get a clear cut delineation of responsibilities from State Departments of Education as to what we should be doing. We have a fellow in our state who will get you in a meeting like this. Incidentally, he is retiring the 31st of this month and I gave a double amount to buy him a going away present. Also, the fellow who collects dues is retiring the 31st of this month and I doubled the portion there, also. I know you make it sound good when you talk about it, that teacher education is not doing the job it should be doing. I said, alright, I tell you what. I have 45 minutes left on the program here and I'll just give you my time and I want you to get up here and tell us exactly what teacher education should be doing. Oh, we wouldn't have time to go into it. I have never heard yet, really, what we should be doing. I blame teacher training institutions and I blame State Departments of Education, because we have not clarified these things. I teach a course at the doctoral level on teacher education at the university, and I had a small group of young people who planned to go into teacher education in the doctoral program. I told them, if you are expecting to get into a typical college professors slot on a college campus and become a somewhat of an enigma, you're going to be terribly disappointed, because vocational teacher education was never structured and was never intended to be that way. You will find that you'll be out in the field, if you're really doing the job. Working in service, assisting, and doing some of the things Gene Bottoms alluded to this morning. Mr. Brownings' talk here about that, was so important. I really think they're disappointed in the statement, maybe it was just me that they were disappointed in.

I really believe that we must get out and work with them in service. I have worked in situations that range all the way from full time on the campus to full time in the field. Neither seems to be entirely satisfactory to the State Departments of Education. Always, they seem to want more. Actually friends, what I think they both want and they're probably honest in it, they each want a full time person on their staff but it's pretty hard for one person to do this much and keep both groups happy. We have even reduced the teaching load on the campus and I have a fine working situation, I kid you not, we've even reduced the working load on the campus for on the job assistance of teachers and even so, it doesn't seem to be entirely satisfactory. At times, I feel they both want a full time person. We've changed our off campus extension courses, there's no such thing anymore at the University of Tennessee as extension courses. It's good for vocational teacher education. We take classes out into the field and it was very difficult to break this sacred soil concept that they had, that people could learn only right there at the sacred soil of the university. We found that they might be learning a lot more out in the field engaging in all of these different types of occupation. I think that teacher education has the right to expect State Departments to recognize, (this came from home economics and I think it's good), that each agency must operate within certain constraints and policies. When these constraints and these policies become prominent in any situation, the other should recognize and respect them for what they are. I frankly admit, Mr. Browning, that usually the stronger the college, the greater the animosity, when there is a conflict. Colleges and universities are usually funded on a formula based on student credit hours generated. For this reason, it is reasonable to expect a teacher educator on a university staff, with a professorial rank to teach college credit, teacher education courses, and to generate his or her fair share of student credit hours. If at least 60 percent of the services rendered in the form of teacher education is bound for college campus; the person probably should be on the state staff. I was pleased to see, that in Oklahoma, they have a plan for proficiency examinations. I was pleased to see that they give so many hours of credit to the three-year diploma graduate. We give 60 quarter hours for those nurses and we are going on between 200 and 300 of those now, who have gotten their degree at the university. We have proficiency exams in about 24 different occupations.

The nation is being gifted, one at the supervisoral level out of industry or hospital, or out of the field that we're giving the exams, and one at the practioner level. One of my biggest problems is to get the State Department of Education person out to work with us on that. I guess they're just over-taxed or something, but it is real difficult. Teacher education has the right to expect State Departments to include them in the planning and conducting of inservice conferences or courses for which they're expected to grant college credits. When I first went to the University of Tennessee, Dean Fitzgerald said, you'll find it pleasant here. I think you'll like it, but you probably have a little trouble with the State Department of Education. I thought, Dean, you're just getting old, that's just your age talking. I've worked for years with the State Department of Education. I don't see any difficulty. Then I soon decided that, that was the understatement that the Dean made there, but there were problems, you see. Creditations have been established and clock hours for courses and course contents have been set by creditation groups for branding college credit. We said we simply can't ignore those. It is unethical and unfair to instructors or the State Department of Education to call a three-day meeting, assuring all the teachers who we can that they will receive three-quarter hours of college credit and then after the meeting is over, direct the university to write out the credit for these people. I can assure you this, that the State Department does not get blamed for it, when we won't write it out; it's the teacher training institution that does. If we do this, we're lowering standards, we're cheating this teacher out of a chance to ever take the course that he needs, by writing him out crediting. They don't like me as well, but they do respect me a lot more than they did for awhile, for this very thing here. But, I think we're getting together; we are planning and working jointly on these things to make them academically easy and make them college credit work.

Teacher education has the right to expect State Departments to keep us informed on items that are common interest to both. I think the State Department should play the major role in this communication process, as Mr. Browning says, that's really where the action is; they are the leaders. Actually your state director of vocational education, whether you be classified as assistant commissioner, is technically the director, not only of supervision in that state but also as technical director of teacher education. They need to take the lead in this because they are the main channel of communication with the United States Office of Education. They should be the first to know of development at the federal level, that would affect both supervision and teacher education. I have actually had to meet some professionals, for state department representatives, to ask teachers they have worked with, to not mention certain changes to teacher educators because they would probably be against it. This has happened in two to three cases. Maybe I shouldn't be airing some of our linens here but we're going to have an election on November 5, and I think some of that is going to be corrected. I'm leaving early to go back and do a little work on it, not as a representative of the University of Tennessee, but as an individual. At this very time, even as I stand here, vocational teacher certification is being studied for changes without the first teacher educator being consulted. We are not representatives. This plan of operation does not strengthen the esprit'de corps', that Mr. M. A. Browning alluded to as so important, because among vocational educators, we need to be all for one and certainly one for all. This thing of a multiplicity of other agencies that work at attempting to take over manpower training, I think we'd do well to hang together, with that old statement we drive by so well, we'll hang separately. I know of less capable but certainly more willing hands that are just itching to get a hold of this As I see more and more and more of vocational funds being diverted to other agents to this single manpower training, I am concerned. We have the greatest opportunity that we have ever had, vocational education, Mr. Browning, has gotten out of the basement. We don't have shops anymore most placed down behind the bar rooms. They're in fine, permanent type buildings. They're upon the ground level. Most people in vocational education are enjoying a reputation as never enjoyed before.

I was flying with a group of college professors recently, I don't remember where, maybe in Georgia. As we came back to the airport from the campus, there was a wide space of ground open out on the agricultural farm and I said, this university had better save that land; someday they'll need it to build on. One of the professors, who's not even in vocational education said, no. I don't think so. I really don't think so. I think colleges and universities are going to have a rough time from here on, in existing or maintaining or stabilizing their enrollment. Because young people are getting smarter, they're getting wiser, they're looking at education for what it is truly worth, they're turning to technical education and vocational education and other sources, rather than the traditional formal college education. Last evening, I have kin folks all around here, very fortunate, one reason I feel safe in coming back. I spent the evening with two of my nephews, one from Dallas and and one from Fort Worth (they are speaking). One of them went to the University of OK, with a real purpose; he prepared himself well, in his line of speciality. He is a pilot with American Airlines; he flies out of this airport regularly. The other one is just as fine a kid. He went to SMU and there's nothing wrong with SMU, but he took a great general liberal arts course that led in general to a lot of things and specifically nothing. The poor kid doesn't seem to be able to hold any kind of a job. I can't tell his father and I can't tell him, well, now a days fellow, you're got to prepare for something specific or you're pretty well out in the cold. I can tell you this, today you either have a profession, you have a skill, or you just don't have much.

Teacher education has the right to expect performance of education to provide leadership and strong programs under state supervision, and I think they should leave professional teacher education to the teacher educator. I know that's not a universal thought. I know, Mr. Browning, and as a teacher educator, I have to know all the facts. We must tell them the facts and and we must teach these things; and I know that legally a state department of education can provide its own teacher training by its own states staff. We've had some experience in our state. A friend from LA reported to the network of state schools over there; I remember when it was established several years ago, and I'm glad to know that they're progressing well, but we've had some difficulties. The high school area schools division says well, okay, we don't have to fool with teachers or be bothering teachers and students; we'll set up our own teacher training. Well, they put two fellows in charge of it, that had run out of something else to do, and they worked at it for a little while. Now, they've pulled them off; one of them has gone to superintendent of one of these schools and he's making a good one, the other one is in another phase in there without teacher education services. I don't think this is good. I really don't think it's good. I honestly believe, again, you may not agree with me. I believe state departments of educations can be at their best when they are regulating and standard setting expediting agencies and not in the school business, instead. Jim Eddy was in our state and saw this development and said, wouldn't it be a lot better if local communities had set up these schools? I said, that would never have happened. It just wouldn't have happened that way. It had to be done through a central agency but we're having so many problems. I had a doctoral student make a study of the operation of various schools through the Delpal technique and of all the problems they had, most of them reverted right back to the problems that they have in operation in the state department.

Did you know that it takes 90 days in our state to get a teacher certified to teach in the area schools? Many classes would already be over or forgotten about, if you have to wait that long. I was in Jacksborough the other day, and the superintendent there, said, Mr. Reed, I need badly a teacher of drafting. Send me one that's already certified because it takes 90 days for us to process this through the State Department of Education. Friends, that's too slow, that's just entirely too slow. I could let you in on a few things these people have to be checked out on. I think we're going to change some of that. They have to have voting rights before they can be certified. I don't think they have to be certified, and I don't think they should be denied certification on basics because of how they voted, what church they belong to, what they believe in or what they don't believe. I don't think that's right. It does another thing too. There are many advantages, but another disadvantage is, you have a dual system of education within your state when the state department sets up their network of schools and over here is the public network of schools. How can the state department, as a regularitory agency and as a standard setting organization, go out here and demand that the teacher in the public school who teaches machine shop, meet certain certification requirements when right down the road in the state school there are no certification requirements. Well, it's caused lots of trouble. Of these 28 schools, 17 are still going under local control, local administration. There's one thing that bothers me there; that is, I'm afraid. I'm just afraid they'll pull our area schools down to the same level of mediocrity that they operate their schools. So you see, it's a problem, anyway you go here.

Well, you might think, in all this, that I'm antagonistic. Bill asked me to come here and make you a little uneasy, and I hope that I have. I know a lot of these things don't exist in your state, but I say don't let this happen to you. All of these things don't come from Tennessee. I've worked in OK, I've worked in Texas, I've worked in Oregan and I've worked in Tennessee. They could have come from any of those or they could have come from other states you see. I firmly believe that we have the greatest opportunity that we've ever had. I hope that we're equal to it. I do believe this, according to what M. A. Browning said, we'll never have, really truly comprehensive administration. Mr. Browning, do you remember in this state, when you and I served on a committee for rewriting all the certification requirements. We met at SMU right over here in Dallas, and we tried hard to get one course, just one course, in the certification requirements for school administrators and they said, no need, no need for it at all. The school administrators fought it and they said the basic principles of school administration are all the same and all we need to know are the principles. Well, I think they need to know programs too and its welfare. I understand here, what they don't know, they don't understand, you see. They're usually down on what they're not up on and I hope with the rewriting of the certification requirements in Tennessee, we will be able to get in at least one course in the organization and administration of vocational education programs.

I think teacher education and teacher educators have a right to expect them to deal fairly and equitable with all the various teacher training services. Let me read to you a budget that came out recently. I won't refer to the services but I'll tell you they're all listed alphabetically. You can decide for yourself. Here's the budget that came out, the teacher education, just our operational budget here. The first service had, according to the computer print out, 15 students, three full time staff members and they get $6,492.00 to operate on. The second service had 96 students enrolled, seven staff members and they get $4,010.00. The third service had 30 students enrolled, two staff members and they get $2,743.00. The fourth service had 60 students enrolled, has four staff members and gets $3,575.00. The last service down here has 526 students enrolled and has seven staff members and they get $3,587.00. The tendency in most states is, that service that's in power at the state level tends to favor the teacher training service that they particularly represent. Now, you guess which service the state director comes from. Well, being abrupt, being crude, being uncouth, I ask, why does this service having 15 students and 3 staff members, get double? Well, I'll tell you; they said they planned to buy some pamphlets. I am pleased to report that I represent the 526 students and I happen to know, if you go by the courthouse by a certain agents' office, he'll fill the back of your car with these pamphlets. If you get on that guys' mailing list, you'll have to put up a bigger mail box. I say friends, we are duplicating a service here, we're duplicating cost, we've already paid for this service, you see. Well, I liked it very well when my service was represented and was in power at the state level. Naturally, I think we made more progress and we got more done at that time and that's a perfectly natural reaction.

Again, I want to thank you for inviting me here. I've enjoyed it very much. I wish you well in your work.

# Responsibilities of Advisory Councils for Professional Improvement of Vocational-Technical Personnel

Elton Thomas

Thank you, Billy, and good afternoon to all of you. It is after lunch time and I am sure you feel perhaps the same way I do. I am full and this is really a bad time for me to be on the program. Usually I take a nap after lunch. But I am happy to be here to share with you some of the things the state advisory council is doing as far as personnel development is concerned.

As I said, it is good to be here and I would like to congratulate Billy Pope and all those that helped him plan this program. It is really one that all councils feel is necessary to bring people together, to communicate, and to get ideas especially for personnel development. To give you a little background as to the state advisory council, the state advisory council for technical vocational education in Texas was formed in 1969 through Senate Bill 261 which made it a state agency. This council worked very closely with the Texas Education Agency but is not a part of the Texas Education Agency. We have shared office space in the TEA Building. We are now located at 815 Brothers Street, International Life Building. I might say, the council has 21 members. These members are recommended by the Governor; they are appointed by the State Board of Education; and they are confirmed by the Senate. The council members serve six years, staggering terms, and at the present time we have two vacancies which we will leave for Governor Briscoe to make recommendations. The council has participated in many meetings such as this. The council has conducted two governor's conferences. They have conducted 28 community conferences and 14 legal hearings mainly to get input from the citizens of the state of Texas into the planning process for vocational-technical education. The council has made several recommendations to the State Board of Education and it is the advisory council to the state board of education. The council members have been working closely with the state board members and sepecially the vocational committee of the State Board of Education.

I would like to run through a few of the transparencies that I have to give you some idea as to what the council has done in the way of professional development on their responsibility in making recommendations concerning professional development. This is what the council considered a redirected education system, education for living and making a living. This was the title of the fourth annual report to the state board of education. A redirect education system has appeared in each annual report to the State Board of Education. The council felt that this particular recommendation was needed and we felt that there is a definite need for redirecting all education in the state of Texas. In making this recommendation, the council felt it should take a look at the total of education in terms of this redirection. So far, we have gotten excellent input throughout the state of Texas from many citizens. It is time for action, the evidence of section end report outline, the evidence that is needed in order to redirect the total education process in Texas. The council stated that 75 percent of secondary experiences will go toward college degrees and 20 percent of all jobs in the country require college education. Which means, the system is preparing 75 percent of the people to enter college and there are only 20 percent of jobs available. I am sure you have read many newspapers and articles concerned with the number of people who are out of employment and who are seeking employment. We run into many, many people who are qualified but cannot find jobs. This is why the council feels that we need to take a real close look at the total education process in terms of meeting the needs of individual citizens of the state. In 1972, the council did a survey of 12,500 students who were seniors and tried to find out from them, their commands after graduation from high school. Many of the students said that they were going to college, but we found that many of them who said they were going to college were not thinking of entering college. This was based on their relationship with teachers, counselors, and school administration. The thing that really should influence the redirection of the system, should begin, we feel, in the elementary grades. Even in preschool. Now, the students who we surveyed in terms of their formal education, said many things, a lot of them were interested in employment upon graduation from high school, a lot of them were interested in going to post-secondary and were interested in going into the armed services. Students view guidance services naturally and we found that the teacher was the key person who could give guidance to students because of the amount of time they spent with students. Counseling activities, they said, were more or less geared toward encouraging students to make plans for entering college. Education programs, time-based instead of performance-based, you've heard this term many times since you've been here, performance-based education, performance-based teacher education. About two years ago, will develop performance-based teacher education programs. There was some controversy on this and I think the state board of education had to back down on this requirement. But it seems that teacher training institutions throughout the country are moving toward performance-based teacher education. Here, we think that performance-based teacher education is important and this should be in cooperation with teacher training institutions and local school districts. We found, in surveying, that 4,500 seniors felt that the instructional system was not individualized and that teachers taught subject matter instead of teaching the student. Failure to relate education to life's ills, results in rebellion, frustrations and etc. Now, this means that the education system is not relevant to the needs of all people and this is a point students made in the survey. In making recommendations to the State Board of Education as I stated before, this recommendation has appeared in each of the reports to the State Board. Redirection of education system and career education implementation, to the council, is important because we feel that if we can move toward developing an education process that is relevant to the needs of all people. We feel that we will have made some progress.

A state plan for career education is being developed by the Texas Education Agency. The task force group developing this plan did have it on the agenda for the State Board of Education meeting on August 5. With the full agenda, the Board did not consider the plan. The state plan for career education is not a plan for vocational education. It is really a plan to redirect the education system in Texas and the task force group felt that the most important thing that the plan should include would be staff development, for all personnel. Another thing they considered was guidance services. Guidance services to meet the needs of all people in the system. Another thing that they considered was redirection of the present resources in terms of the number of kids, say from K through 6. I think the figure would be something like 1,500,000. Here, I think you could assess about what the cost would be. If you would determine the number of personnel you would need in order to work with teachers at each grade level. Now, the idea I think is to make education system flexible and responsive to the needs of all kids. Now, that recommendation, we think, is sound and there has been some progress amde in school districts throughout the state in bringing about this change. There has been some seed money used for local school districts to do some types of career education projects and these projects have been successful. Most of the funding for career education has come from vocational funds, but two years ago the ESEA Tall Tree project funded career education projects. For fiscal 1974, something like $1,500,000.00 came from Tall Trees monies for career education projects in Texas. The council took a look at the financing of technical vocational education in Texas and they talked like we needed to continue the support that is the present, support funding of vocational educational programs in the state, and to include vocational unit travel under the foundation program.

They also felt that there was some imbalance in the educational funding and this should be corrected. Taking in consideration, programs at the post secondary level. Under the recommendation three, this I think has been touched on many times in this conference, ascertain the needs of special groups throughout the state of Texas in conducting community special groups. In the governor's fifth annual report, the council did a section of special needs for any help of disadvantaged veterans, individuals, ethnic minorities, and women. I do not know why they said ethnic minorities and women, it seems that this is sort of an isolation and I guess women should be included in all phases of education. This is recognized throught the country.

In recommendation number four, guidance services seems to be a pretty serious problem in that guidance services is not available to all students. The council recommended a minimum of $200.00 per counseling unit for materials to be used in giving kids an opportunity to make wise choices. The council felt that a lot needed to be done, as far as guidance services for the students within the system.

In recommendation number five, public awareness of technical vocational needs and resources, the council stressed development of public awareness of needs and resources so that local education agencies and institution of higher education could take advantage of the availability of these resources. There is a research division within the department of occupational education and technology and they have some dissemination capabilities.

In recommendation number six, administration of technical vocational education, the council has spoked on this recommendation on several occasions and the idea was to review effectiveness of technical vocational administrations in Texas to make sure that it's providing the leadership that is needed in the state. Here, I think that review and analysis of activities involved in the administration of vocational education in the state is needed in order to develop programs that will serve the needs of all the people.

Let's take a look at these, these are some of the past recommendations of the council, redirection of the educational system and reeducation implementation, supplementary delivery system, information and data system, guidance services, job development and support aspect of adult education, and incidentally the council did make a recommendation on adult education and through the 62rd legislature, we did have passed, Bill 147. Personnel development, post secondary support put the school occupational programs in utilizing locally advisory committees. Vocational education state plan, and incidentally, the council will hold a public hearing on the state plan for vocational eudcation on October 30, in Austin. That is a state plan hearing on vocational education. The idea is to get input into the development of the 1976 state plan. For privateer schools, the council did make a recommendation on this particular one, and it was that the Privateer Act was the control of private schools in the state of Texas. A recommendation was made on the curriculum and material system. In Texas we do have some institutions who are involved in curriculum development and materials in the state. Texas Tech is one of them. I think some are concerned with developing materials for home economics. At Texas A&M we have agriculture, T&I and I think University of Texas, department of distributing of educational materials. I have given you some of the things that the advisory council has been involved in and some recommendations that this council has made to the state board of education. The council has the responsibilities for making recommendations and evaluating the role of various institutions in the state of Texas including secondary institutions, public junior colleges and community colleges, technical training institutes, public senior colleges and universities. This is through Senate Bill 261 which created the council. The responsibility for recommending appropriate subjects to be taught at each level of training and in each of the above institutions mentioned. Usually the department of occupational education and technology prepares a list and the advisory council will review this list and recommend the list to the state board of education. The council has the responsibility for recommending and evaluating a list of courses to be offered by the various institutions. The law states that the courses shall be freely transferable and I am sure that there could be some questions raised about this particular section of the law. The council has the responsibility to suggest and evaluate pilot projects and this is done more or less through the revue of proposals that are submitted to the agency for approval and disapproval. Present recommendations to the government and the legislature are for implementing cooperative programs among the several types of institutions. I think some of them will have a plan in mechanism for post secondary institutions through the 1202 commission. The 1202 commission was created through 1972 Educational Amendments on Public law 92-318 which created the state planning commission for post secondary institutions. Governor Briscoe appointed the 1202 commission and they held their first meeting on October 4. Senator Mauzy is chairman of that commission and representative Joe Hanna is vice-chairman of the commission. The advisory council has the responsibility to recommend an establishment of the responsibilities of public schools, public junior colleges, community colleges, technical training institutes, public senior colleges, universities and adult education, adult technical education, and adult vocational education. Through special projects, the educational agency has provided opportunities for disadvantaged adults to take vocational programs to prepare them for employment. In addition to what they call industrial starter training programs, these programs provide opportunities for disadvantaged adults to pursue various skills and to become employable. The ceiling act has been mentioned and in this connection, I think the ceiling funds could be used to promote these types of opportunities for adults. The central education agency did prepare a proposal which was submitted to the state manpower services council for approval. This proposal was seeking to get $700,000.00 of ceiling money plus $500,000.00 supplied by the central education agency, to promote programs to meet the needs of disadvantaged adults in the state of Texas. So far, this has not been approved, but with mechanism already set up for providing these services, I think Texas could do a wonderful job in taking care of the needs of disadvantaged adults. The council has the responsibility for recommending and encouraging and evaluating practical programs between educational institutions and industry and assisting in developing of a new curricula in instructional materials. The council does plan to conduct a statewide governors conference for locally advisory committees early in 1974. In order to get some input and to provide some leadership to local advisory committees, this is being planned as of now. The council had the responsibility of recommending and evaluating programs of teacher certifications for instructional documentation courses. The professional development committee of the council has taken a close look at this and they will be meeting Sunday in Brownsville, Texas, to explore the possibilities or take a look at the supply demand and the certification of vocational educational personnel. I think I have mentioned this, in a similar meeting, the joint committee, keep in mind that this joint committee was created through Senate Bill 261 which is a state law. A joint committee consists of three members from the state board of vocational education, three members from the coordinating board, Texas college and university system and three members from the advisory council. Now, this board is supposed to revue all proposed teacher education programs for vocational technical education in Texas. In any proposed program, they are supposed to go through this board. As I said, this is created through Senate Bill 261. There have been approved additional institutions for teacher training recommended by the advisory council. Last year, there were two additional institutions and I understand there are three other institutions in the making. Our idea is to provide the teacher training services throughout the state of Texas to make sure that it is available and assessable to all personnel in the state.

I appreciate the opportunity to be here and to share some of the things that our state advisory council is doing. It there are any questions I can answer, I would be glad to and if any of you have any idea or desire to make imput into the state plan for vocational education, the hearing will be in Austin, October 30 from 10:00 a.m. to 4:00 p.m.

## Putting It Together for Vocational-Technical Personnel Development

### Francis Tuttle

Thank you Mr. Chairman.

At Oklahoma State University the Deans of the Liberal Arts Colleges of the United States have to pay national funds. I was very interested in some of the quotes that were made in the presentation from some of those people. One of them said vocational schools seem to be springing up in each county. This creeping vocationalism is like all fads, that will soon fade away. Another said, in referring to this topic, I understand these vocational schools are teaching the history in philosophy of funding and I wondered just what you could teach about the history of philosophy of funding. So what the point is, there is another group of educators that certainly have a different philosophy of education from those of us that are working in the field of vocational education. I wonder if all of the concrete research and material available that people in such important positions could still be so protected from the realities of life as to make these kinds of statements. I think that the presentation that you made would completely function such a thing. Well, I think that we have to practical about our approaches.

I thought Mr. Bottoms this morning made some very pertinent points. I would like to refer to one or two of those points and perhaps a point or two from some of the other speakers. Then get into my presentation, as I really think I was suppose to make it. I think that the points made by Dr. Bottoms were most pertinent. And as I listened to the comments in the crowd as he was making these points, it was quite obvious to me that some of the points that he was making were very distressing to some of the people. I suppose that any time you are proposing change that it does get very distressing. I also want to comment in this regard, that if those of us who are professionals and have an opportunity to do something about it, some of the things that he was recommending, and if we're not willing to research it and study it, and see if some of the ideas will work, then I'm worried about what's going to happen to us. I'm also of the opinion that unless we're willing to do some of this, legislators are going to do some of it for us. I believe it would be better if we got our heads together and did some of this before they have an opportunity to act on it. I think that staff development is for a reason, and both state departments and teacher educators have the obligation (that point was made this morning) to work together, to develop a program of staff development. Not just a group of courses, I think the idea of teachers contracting with institutions for the development of those skills which the teacher wants to implement in his or her teaching program and then the grade is delayed until after they've implemented that program, is a great idea. I'd like to see more of this because I think that is the way that we can really affect change through personnel development programs. I think that all of us think that performance-based instruction has some potential. I'm not sure that we have all the answers to it. But I certainly believe it has potential and we should give more attention to it, and more research to it, see if we can demonstrate it and see if it'll work. One of the best specific methods we have in Oklahoma in my opinion, that we are presently using in inservice staff development, has been occurring in the last two to three summers, when we have our summer conferences and this is not necessarily an innovative idea. Because I'm sure many staffs and many states have recognized and used this method. But nevertheless, I believe in the use of outstanding teachers in the field, bringing them in to teach other teachers in areas of their speciality. It just makes so much sound sense, that I don't see how we can afford not to capture on this excellent way of providing instruction. Every teacher has a speciality and among teachers with the same kind of specialities, one or two or three of them always excel. Other teachers seem to know which ones of those have those excelling characteristics of teaching. Then why not bring that person or one of those people in and let them be the teachers to the other teachers for such a specific kind of program. To be more specific of what I'm talking about, this past summer during our five-day summer conference, our trade industrial education program tried this. They used the best teachers they had in the trade and they set up courses of choice where the teachers could choose what area they wanted to go to. The teachers themselves were the ones that did the teaching. The same thing happened in agriculture programs and the same thing happened in occupational home economics programs and to some extent in the other areas. Well, while it is innovating, I think it is practical and realistic and we ought to do more of it. I was interested in Mr. Browning, he reminded me of some things that we ought to be doing in Oklahoma. I'm sure he has reminded teacher educators of some things that they ought to be doing. You know the departments of vocational education have a great obligation, and no one will doubt this, of providing teacher educators with what they think should be the direction that teacher education should go. I don't have any real patent as to how this is done, but I know one thing that we do do in our state and that I do think has been successful, at least in my mind it has, is that when we have staff meetings, we invite our teacher educators to meet with us. So they know exactly what we are thinking and talking about. I don't know of any better way of getting both the staffs of the department of vocational education and the teacher educators together other than meeting in common staff meetings.

Mr. Browning made the point that change is imminent, that if vocational education is to survive, it must change to meet the changing needs. But that there are certain sound principles that we can't throw out the window because of change. For example, I am sometimes distressed from hearing people who are attempting to force changes in the area of education such as career education, which I buy the concept all together. I do not buy it to the extent that it is a part of vocational education. I buy it to the extent that vocational education is a part of career education, I think an important part. I also do not want us to throw out vocational education and substitute for it career education. I do not believe that will get the job done either.

Now, I thought that Mr. Reed's advice to Texas in helping the Texans develop a program was very good. I compliment him. He said some things that I subscribe to 100 percent. One of the things that he said was he felt the importance of political implication and the importance of supporting the AVA was extremely important to the whole area of vocational education. I subscribe to that principle. I believe that if vocational education is to survive we must have a strong political voice in regard to vocational education at the national level. Up to now, the American Vocational Association is the only voice that I can hear in Washington. Without that, I personally believe that we would not have any progress in the area of federal legislation. Now, he also alluded to some things that I maybe did not totally understand because I was not aware that some of those things were happening. But I am aware that other things he alluded to were happening. I am still talking about Mr. Reed's presentation. He indicated of course that he had some questions about how much funds state departments of vocational education alloted to teacher education. I feel very strongly about this particular subject and I would like to tell you my personal feelings in regard to it. My personal feelings are that every college and university that is involving itself in vocational teacher education has a moral obligation to put as much of its dollar into vocational teacher education as it does in any other kind of teacher education. That if it does not it has no right to expect the state department of vocational education to subsidize the total area of teacher education. I believe that the job of state departments of vocational education is to contract with that university to provide those additional services that make a quality vocational teacher program in that university. I agree wholeheartedly that there should be a contract between the state department and that university in regard to what it is supposed to do. We developed such a contract in our state and our contract alludes to the things I have just talked about. That vocational agriculture teacher education, for example, has to provide certain services above and beyond what that university would ordinarily provide in a teacher education program. In my opinion, if we are to get a sound teacher education program, there is a considerable amount of those services that need to be provided. The things that we talked about and have been talking about are supervising new teachers in new programs, new teachers in programs that have existed, or experienced teachers that are having problems. If you are going to do that, you are going to have to pay for it. Because universities generally do not do that in their teacher education programs. Also, if you are going to have the supervision of practice teachers (so called) and give them the kind of supervision that they need when they are actually doing their internship, you are going to have to pay for more time than most universities will allocate for that purpose. If you expect them to keep up with all the things that are going on in vocational education you are going to have to pay for more time than most universities will allocate for that purpose. If you expect them to keep up with all the things that are going on in vocational education you are going to have to provide them with some secretarial help and you are going to have to provide them with some means to keep up in terms of all the new things that are happening. Therefore, I am of the opinion that the state department has an obligation if we expect to build quality in the teacher education programs to make such a contract, do it in writing so that both parties know exactly what is expected and that that contract be developed early enough in the year so that the institution can react to it. I believe that for example, when the state department wants something new in vocational education, maybe it ought to pay for all of it, until that program is up and running and until it can develop a student load justifiable for the university to take over and fund that program. As you know, when you start new programs, quite often it is very difficult to attract students into them immediately. I think as soon as the students are attracted into the program and it gets sufficient student load for that institution to assume the cost of it, then they ought to assume that cost and again the contract be developed for those extra services in regard to whatever the speciality is that you want to have developed. Now, I suspect that teacher educators in Oklahoma will tell you that we do not provide them with enough money and I suspect they are true. We do provide a considerable amount of money for teacher education. I asked the coordinator about vocational education programs in state universities. For example, because I do not honestly remember how much it is that we provide to that one institution. He tells me the figure that comes to his mind is $177,000.00.

Well, of course, Oklahoma State University in our state is charged with doing, and there is no question, probably more than all the other institutions put together. But because they are the land grant institution, they were the only ones involved in teacher education for many years. We presently have additional programs operating in the University of Oklahoma and Central State University. A very minimum of programs operating in Oklahoma College of Liberal Arts, of all things, and Langston University. Another thing that I believe that makes for the development of sound programs of teacher education, is I believe that we have to have both at the state department level, a person that is primarily responsible to the institution for relaying information to and primarily responsible for developing contracts and primarily responsible for looking out for the best interests of the state department and the institution. I am also of the opinion that the university ought to have such a person, one that can cut across division lines of one to the other and get the faculty of all the vocational teacher educators together and discuss those items that are for the common good and for the development of programs that ought to be integrated. I happen to believe that there is a body of common information that any vocational teacher ought to have. And for each one of the schools that go their own way and develop their own set of teacher education courses, many of them being almost identical, is a waste of the taxpayers money, and certainly a waste of the limited fund that vocational education departments have to work with those institutions. So I believe again in a method that we have developed in our institution to get those faculties together. I am not saying they are put totally under one person and totally responsible to one person. I think, at minimum, that they have that one person, who has to be able to coordinate those staffs and work with various divisions within an institution so that you can develop integrated programs. If that won't work then you are not going to have an economical program to operate within an institution.

Well, one of the speakers, I believe it was Mr. Reed, said if something was worth doing, it was worth putting in writing. I subscribe to that same thing. One of the things that is posted in my office is " If it is not in writing, it does not exist." I believe that, generally speaking, if you are going to make agreements, the agreement is important enough to put in writing and that way both parties can understand pretty well what is being said. I happen to believe that teacher education is doing a pretty good job. I believe teacher education is responding, in our state at least, to what we think teacher education ought to respond to. I happen to think, yes, there is room for improvement. I believe we are improving and I believe we are making progress and I believe our graduates are the best they have ever been. I believe that the programs we are developing and the working together of the teacher education programs in all the institutions is making for quality programs. So I take my hat off to the teacher educators. Yes, I think there are some things you must do. I think you must listen to some of the points that have been made here today. I think you have to be willing to work on it.

It is obvious when I deal with a high number of administrators that what they really want from us is some money so that they can divert the money that they are already putting into agriculture, home economics, T&I, DE & health and so forth, and put it over here into something else. That, my friends, I do not think is what we want. This is not true in all cases. We have many great administrators that appreciate very much any help that they can get and they will put it into good quality programs. The same thing exists with local administrators and school superintendents. I would not try to contract with one of them unless you tie the contract up strongly. Then they wonder why state departments of education are so hidebound and are so narrow in their approaches to their funding. Well, ladies and gentlemen, that is the big reason state departments are that way. It is that, many times they have to be that way to get their monies worth or to see that the money goes for the purpose that it was intended. Maybe the biggest job we have is working with general school administrators, and I suspect that really is the biggest job we have. Maybe we are spending your money on the wrong people. maybe we ought to spend a greater percentage of it in trying to inform. What was it you said Luther? It they are against your program they do not understand your program; something to that affect. Maybe that is the point we need to be talking about. Well, I also appreciated the fact that our presentor representing the advisory council presented their latest report. Because I think it reflects the points that those of us who work in vocational education report and I believe it appeared to be a sound report and I hope that the people of Texas will certainly react to that.

This morning, when I heard Mr. Bottoms presentation, I heard a considerable amount of reaction to some of the rather animated ideas or new directions. I hope that we will take those suggestions and study them and work with them. I happen to believe that Dr. Bottoms is the foremost and the most practical and the most animated person working in guidance in the United States. I guess you can see maybe I am partial to him.

Well, now to get down to what I was really assigned to talk about, putting it all together. How do you put it all together? I really do not know but some of the things that I believe in regard to it are really what it is all about in vocational education involving quality. If we are going to involve quality we are going to have to put it all together. When the education professions development act passed, it was designed to prepare personnel, both preservice and inservice, for shortages in teaching or administrative positions. I rather suspect that what happened actually was in the mind of the office of the legislation when they first designed the education professions development act in Congress. As state departments of vocational-technical began to become involved in the requirement, they began to take second looks at their current program of administrators and teacher preferential. I rather suspect that what was found was that the program was largely one that was incoordinated. The agricultural supervisor provided some supervision and leadership for teacher education in both preservice and inservice programs in his field as did other supervisors in their field. There was no coordinated attempt to see that the training programs complimented each other, to see that there was no duplication of effort or duplication of courses. I think what brought this to our minds more than anything else, at least in our state, was when the late Dr. Oliver, former president of Oklahoma State University, told that a student could have taken the same course in the same name and the same number from four or five different instructors and never recognize that he had had the course previously. EPDA causes us to take a look at just exactly how we had been operating teacher education programs. Also it causes us to look at the fact that we really had not sponsored a program any place in our state to train administrators for vocational programs working initially through the EPDA section 553 program. We did establish a crash program for the training of vocational-technical administrators in 1970. Oklahoma State was very closely involved with us during this time and as a result of our association together they have established a full-fledged training program for the training of vocational administrators. We gave due credit to the EPDA 553 program for being the catalyst which led to the establishment of this outstanding training program. As a result of our involvement with EPDA we established the office of professional personnel development coordinated. This particular office not only works with the EPDA program but also works with all teacher education in coordinating their contracts with teacher education institutions and the representatives of the instructional areas. Not only have we coordinated this actively in our office but our activity has led to the establishment of coordinators as indicated in the teacher education institutions. We now have a contact point and when we have problems regarding the teacher education programs, we can go to one place and know that that individual will make whatever contacts that are necessary on the campus so that the problem can be remedied. We feel that your choice of putting it all together as sort of a wrap-up topic for today's program is an excellent choice for closing the presentation. Although I doubt that I can do justice on the subject. We believe that it is necessary to put it together if we are going to have the kind of professional personnel that we must have to staff the vocational-technical programs of each state in the nation. Some time ago we came on a quotation by Miller Cass, Deputy Undersecretary of Labor, which goes something like this, "God gave each of us special talents, who is to say any are superior. All contribute to the general good according to their gifts. In the sight of him we are all equal. The proud and the pompous need but to remind themselves that Jesus was a carpenter, Mohammed was a shepherd, and Moses was a keeper of the flock. The skills of each of us is of importance to all of us. Let he who looks down on the farmer try to grow his own food, or he who snubs the carpenter try to build his own house, or he who drives the tailor try to make his own clothes, or he who belows the launderess try to iron his own shirt. Then he would require respect for all God's children, in admiration and appreciation for their special contribution which it makes for each of our lives."

Well, you know as we develop our programs, I think that we might be like the airline company when they wanted to build their image a little. As the story goes, Air la France developed some airline offices and lines in the United States, especially the southern part of the United States, and they decided that they needed to work on public relations a little bit on people who answered the telephone and these were usually young ladies, so in their training program they taught these young ladies to please put a little twist of France to it. They said when you answer the telephone you should say "Bon jour madam, bon jour sir, and then say Air France." Well this particular office employed a young lady and she had gone through the training program so when she was called she usually answered like this, "Bon jour, Air France, can I hep you?".

Well, I think in this matter of helping each other and helping our teacher education programs coordinate with departments of education we can impart a special kind of skill to each individual and to make his contributions to our way of life in a very real way. Because the skills of vocational education are tempted to impart, where we are tempted to impart is different, it requires different preparation, for the teachers are going to be the delivery system for these skills. We must have input from the teachers in the field. The students who are undergoing the training, administrators who are surviving in providing the instructions, the members of the advisory council that have a feeling as to what the general public wants and expects from the vocational and technical teachers and administrators, supervisory, and consultant staff of the state department, and the teacher training institutions all play a part. In Oklahoma we have made an effort to put it all together by establishing what we call the professional personnel development council. Putting it together for personnel development means total involvement from the high school student to the university professor. How else can we make our teaching skills compliment the uniqueness of occupational skills vocational-technical teachers are called upon to impart to their students. The vehicle we used to accomplish this is the professional development council or if you are addicted to the Washington needs of acronyms of PPDC. Well, again it is made up of student representatives, vocational teachers, administrators, representatives of each occupational area, usually state supervisors or their designated people, advisory council members, state board members, a representative of each institution training vocational teachers and local administrators, and is chaired by an administrator from our state staff. Serving as consultants to this council are the state coordinator of planning and the state coordinator of vocational research, and also members of our staff. The council in Oklahoma is charged with putting together for personnel development and making its recommendations to the state director and then he to the state board. We believe this is the only say we can be assured of an adequate supply of well-prepared teachers at the time they are needed. It also means that we will not be burdened with an oversupply of personnel in some areas and a shortage in others if it is possible to avoid. It means also for personnel development, the opening lines of communication from the businesses and industries that employ the products of the vocational programs to the students who undergo the training to the teachers who provide the training to the administration at the state and local level. All of these are involved in this program. We must put it together in planning both preservice and inservice programs. We do not really emphasize inservice education enough. I thought Dr. Bottom's idea was great as he emphasized this particular aspect. It is a vital part of the professional personnel preparation. We must communicate more about inservice education at all levels, businesses, industries, teachers, and students must pass on inservice training needs to the administrators and the vocational-technical officials. College and university teacher educators must be receptive, changing needs for inservice education. We have a lot to do in putting it together for inservice professional personnel development. But that would be a complete presentation in itself. We must continue our efforts to improve on the way we are attempting to put it all together. We are making some headway by planning for one-, two-, and five-year projections of needs of vocational training but we must keep open our options for immediate response to inservice needs. For example, how to recognize the special education student and adequately meet his occupational training needs. Vocational teachers have to have special talents, their occupational specialty skills, and at the same time be prepared to teach effectively. This is a greater challenge than preparing a person to teach history. A history teacher does not have to demonstrate his ability to make or write history but a lathing operator must demonstrate effectiveness in turning metal stock into a finished product.

It is an interesting and exciting challenge to be involved with planning and preparing teachers and administration for staffing of positions. It is important that we put it all together so we will have a staff to serve present and future occupational training needs. The future of occupational education depends upon it.

# Emerging Role of Women in Vocational-Technical Education

Katy Greenwood

One of the goals of this conference, as Bill Cummens outlined for you on Tuesday morning is to focus on the emerging role of women in vocational education. As he told you, there is a noticeable national thrust currently focusing on new and emerging roles for women in all facets of life, and particularly in education. That thrust has been evidenced here already this week with the little interaction between Mr. Jay Lark and women of the audience.......I think that is remarkable... you know it has only been within the last 100 years that women have had an opportunity to express opinions and less years than that where they could participate in planning groups such as this one...

There have been several conferences especially pertinent to vocational education on "women's role;" the amount of literature and articles on the subject has been voluminous.....there is definitely a thrust and it will continue... I predict in the next three years, altogether as much emphasis or more on women than there has been altogether for career education, although the two movements are somewhat interrelated. Most of the movements today are in fact related, career education -- minority movements -- the feminist movement are all tied to a larger, deeper movement called EQUAL RIGHTS MOVEMENT. The justification systems for all these are tied irrefutably to equal rights and equal opportunity in our nation.

It hardly seems possible that the women's movement could have escaped you entirely.....on the other hand, perhaps only the bizarre and extreme elements -- and there have been some -- have caught your attention. Whether your notice of the women's cause in America has turned you off or turned you on.....it has done a service in bringing some harsh realities before the public.

These are realities that every intelligent forward-thinking, planful educator should know, and I have included today what I feel to be the most significant for our purposes:

For instance, it is a fact that 45 percent of all women aged 16 and over are part of the labor force in the nation.

These women comprise over 40 percent of the total labor force and according to the U.S. Department of Labor, the majority of these women work because they must.

It is real that women are working and will continue to do so in the future.

They will continue to for a number of reasons....

Until inflation is slowed or eliminated.....more and more it becomes necessary for a family to have two incomes.

In addition, it is no secret that divorce rates have tripled in the last 10 years, destroying the myth that there is security in marriage for women.

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Speech given by Katy Greenwood, EPD Awardee from Texas attending the University of Minnesota. USOE Region VI Conference for Vocational-Technical Education, October 8-11, 1974, Arlington, Texas.

And we have known a long time that the life-span for women exceeds presently by about 10 years that of men -- necessitating the need for more prolonged planning and security on the part of women.

The emphasis on over-population has provided a focus for women to seek meaning in their lives in addition to or in place of the home as the lifetime center of their attention.

Technology and modern science has alleviated some of the work in the home, freeing both men and women to have more time for paid employment or vocational pursuits.

.....and, possibly, the most important reasons why women will continue to work....is that more and more men are suddenly discovering the relief and added meaning in sharing the responsibilities of providing economically for a family...thus allowing more shared time for nurturing a family or relaxing together.

Where the trend used to be that women would think of work as a temporary interlude to their careers in the home.....in the future, women will come to think of interludes within the home as temporary ones and the intermittent, but lifelong career plans as standard procedure...

However, there are many obstacles and discrepancies in the available rewards for women who are and will be working in the future.

When you combine all the women's salaries together and then combine all the men's, you will find that women's incomes represent only 59 percent of the men's salaries -- a little more than half.

And when you begin to look at the distribution of women and jobs along the career ladder, all across the board, industry, business, education, medicine -- all professions, politics.....women are concentrated at the bottom of the ladder.

Women have traditionally chosen, or have been channeled into directly or indirectly.....supporting roles for men.

.....they are the secretaries in support of male bosses.
.....they are the nurses in support of male doctors.
.....they are the teachers in support of male principals and superintendents.

Figures from the U.S. Department of Health, Education and Welfare, calculated during 1972-73 show some interesting patterns, concerning women in educational governance positions.

At the national level

Decision-making positions in both the USOE and NIE tend to be held by men. In 1974, 54 percent of the employees in these offices are women, but only 18 percent are in grades 13-15; 10 percent in upper grades 16-18, the average grade for women was 7-the average grade for men was 12.

## At the state level

Out of 485 State Boards of Education, 20 percent are women. There is one Chief State School Officer who is a woman. There are four women in the nation as Deputy Superintendent Associate or Assistant Superintendent. Out of 236 Deputy, Associate or Assistant State Superintendents, only 2 percent are women. Out of all the policy-making positions in State Departments of Education, 92 percent are men and 8 percent are women.

## At the local level

While 66 percent of the public school teachers are women -- only 13.5 percent of the principals are women, and only 12.5 percent are assistant principals. Out of all the superintendents, assistant superintendents and associate superintendents only 2 percent are women.

Out of all the school board members in the country, only 12 percent are women.

Those are quite a few figures but I wanted you to see the pattern and the central reason women are (and should be) speaking out in a forthright manner.

In looking at the reasons why women have gotten into this...."sorry state of affairs" in the work world.....we could speculate a little.

Perhaps women have not been as intelligent, as well educated or as competent, and this accounts for their accumulation at the bottom of the job barrel.

Studies have proven the opposite.....

Women perform equally well with men on comparisons of I.Q. tests, achievement tests, aptitude scales overall -- and they are as competent.

An interesting study conducted by a University of Florida -- Kellogg leadership study team, composed almost entirely of men -- attempted to identify and clarify good and poor principal behavior. The team was very shocked to conclude that women were more democratic and out-scored men in using effective administrative practices. The team decided to do more studies. Two more were conducted, which further substantiated the first study that more women than men possessed significant leadership attributes.

Another interesting study by Helen Morsink, that dealt with policy-making, revealed that men had more tolerance for freedom, but the women scored better (1) in speaking and acting as a representative of a group, (2) in being persuasive in argument, (3) in emphasizing production, (4) in maintaining cordial relations with superiors, (5) in exerting influence, and (6) in striving for higher status.

There will no doubt be more studies in the future attempting to prove that women are every bit as intelligent, responsible, organized and competent as men... but I feel deep down and I think both men and women have known all along that women do possess these qualities. Disrespect for women's abilities has not been the reason that women are anchored at the bottom of the ladder.

In speculating again on the reasons for the skewed distribution, there is always a weak echo off in the distance whispering "I really don't want to compete for top jobs; I feel more at ease when men are running the show....." .....and there are indications of uncomfortable feelings from both men and women when a woman does compete with men. Authoritative, forceful, assertive, aggressive women arouse unease.

There is more justification than not for these feelings of unease..... it is called in our modern day, the conditioned response. Various studies in psychology show us that from birth women are rewarded for being dependent, unassertive, pleasant, agreeable, ornamental, and serving.....and the negative reinforcement enters when they act otherwise.....however, I know, as a woman that women are assertive and aggressive covertly -- and they can be overtly -- when asserting themselves in pursuit of an acceptable prize -- such as a man... They have been taught that the male is the goal, and they can gear all forces of assertion to bring home that kind of game.

Well, hopefully, in the future, our nation will have an opportunity to see assertiveness and aggressiveness by women channeled on goals rather than other people.

So the main reasons that women are at the bottom of the career ladder with no mobility, small salaries and no great expectations stems from traditional, social and interpersonal relationships that are rooted back as far as the Greek civilization and certainly back to the Garden of Eden in biblical history. Women, commonly regarded as Adams Rib, have been destined to feel as appendages, as subordinates, as unworthy of the same opportunities and privileges as men.

And through the years, if there were women who dared to be different, they have been looked on as oddities and misfits in society.

One of the most important facts that we must face and confront is that there are long-term social and traditional influences that unconsciously or consciously affect and control our behavior. These must be examined in light of goals to see if that control is truly desirable.

Traditional value systems become very interesting when one thinks of our nation.....just born less than 200 years ago.....soon about to celebrate our bi-centennial celebration.

In 1776, a new country was born.....and with it a new idea.....a new concept.....a theory, if you will.....that people could live together dedicated to justice, freedom, and equal opportunity for success in this world.....it was a delirious time for those Founders.....a wonderful relief from Europe and an undertaking that was unprecedented. There had been much oppression in Europe -- both because of religion and because of the spin-off of an outmoded cast system -- then replaced by an equally rigid class system.....there were no opportunities for mobility -- for equal opportunity to be whatever ones abilities could allow.

So America was a dream.....fulfilled by a Constitution.....it became a wonderful reality.....People rushed to this country because of the set of principles that would rule the country.....even today people who are still oppressed try to come here because of those ideals -- knowing all the while their only requirement is to accept the rules of democracy and to work hard to be self-sufficient.

We educators know -- or should -- the difficulty in keeping theory and practice in close proximity. The people who came here overjoyed at the new land believed in the ideals -- but simply did not know how to implement them fully in everyday life.....they had no role models, no past models of practice -- they had only traditional behaviors appropriate in a class system....so in their busy lives of settling and developing the new land, they fell prey to all they had wanted to escape from -- but this time they were the oppressors -- they discriminated on the basis of religion, discriminated on the basis of race -- slavery abounded as you know and women were private properties of their husbands, without having to be bought.

Well, you know of the struggles that have gone through the years trying to bridge the gap between the principles in the Constitution and the practice by the people.....the Civil War bridged that gap a little.....but women still could not vote.

It was not until about 50 years ago that women could vote.....and the Constitution had been in effect for 150 years.

Even to win their case at that time in the suffrage movement, women had to use wrong reasons.....their arguments ran something like this: "If we are allowed to vote, we can better support our husbands vote" or, "Our vote can better combat and prohibit alcohol"...or, "Our vote is necessary to outweigh the vote of the intruders, the new immigrants"....all reasons reflecting so called expected group behavior, not individual choice....and implying docile support to a power group... No, they would not have gotten to vote, if they had been assertive....aggressively saying, "We, as individual citizens of this country have a right to vote." They had to win by trickery, deception, and illogical reasons.

Today, however, it is a different story.....no matter how bizarre the women's movement has seemed at times, the underlying reasons are logical, and it is a bid once again to bridge that gap between the principles and the practice in this country.

The Constitution says throughout.....the people.....the people.....the people.. will have freedom, justice and equal opportunity at the rewards.....never once does it say Men.....or Anglos.

When public education began in this nation....about 50 years after the Constitution was written, the reasons were sound....and logical. The intent of education was to be....first and foremost to preserve the democracy....to be an instrument of democracy. In the words of Horace Mann...."universal education could be the great equalizer of human conditions, the balance wheel of the social machinery"....poverty would disappear....hierarchies would be determined in each generation anew with all people having a fair chance to succeed. The common school had two main purposes:

to perpetuate the democracy through knowledge
to provide equal opportunities for all the people

It seems we have had the same problem within education we have had in the nation.....teachers, administrators have not used goals as starting points toward planning, but merely transferred the existing society, full of its biases and prejudices right into the school....too much use of sociology as a perpetuator... instead of an indicator of what was lacking....

Education has failed in its original mission in this country. So the laws had to come.....and many of them lately.....

During the last 10 years, several laws and Executive Orders have come forth to eliminate some of the biases in society and reflected in education.....

These are all important:

Equal Pay Act of 1963
Title VII of the Civil Rights Act of 1964
Executive Order 11246
Executive Order 11375
Age Discrimination Act of 1967
Equal Employment Act of 1972
Amendment to the Fair Labor Standards Act of 1938

and the one effecting education precisely:

Education Amendments of 1972, which prohibits sex discrimination in education and in educational programs. For the first time, the Department of HEW has been empowered to regulate the admissions, student assignments and faculty employment practices of most institutions of higher education on penalty of a cutoff of federal funds.....

One of the underlying ideas of the legislation is in terms of providing women increased access to the job market and enabling them to compete on an equal basis with men.....

More laws are upcoming....even though laws and orders have been effective to some degree in alleviating discrimination, there remain deep-rooted biases that will continue to obstruct equity balance in jobs unless they are dealt with honestly and openly.

The caste structure which puts women in certain jobs because they are women and which keeps them there for the same reasons has to be discarded.

A recent report of the Carnegie Commission stresses a remedy nothing less than the removal of all improper barriers to the advancement of women: an active search for their talents; and a special consideration of their problems and of their contributions.

In a time where social bias must change, where educational programs and practice must change....what does all this mean for vocational education?

It means many things.....

First of all, planning and scope for the emerging roles of women in vocational education must be considered in light of three populations of women:

1) the woman in the field of vocational education, at educational institutions and at governance agencies

2) the women recipients of vocational education who wish to choose a lifelong career planning model

3) the women recipients of vocational education who insist on maintaining home and family as a lifelong planning model.

Within that first population, vocational education must recognize its pivotal role serving both education and the world of work....and because of that pivotal role, quality leadership is needed now more than at any other time since vocational education was included in the schools....that leadership is possible.... because right now, we hold the only available money for leadership and personnel development, through the EPDA funding clause in the 1968 Amendment -- an aspect of legislation that must aggressively be preserved....it is with that funding for instance that this conference was possible today....and it is a wonderful vehicle to bring needed change both to education and to the world of work. Mr. Perazzoli, USOE told me recently that about 30 percent of this year's awardees are women.....and they are sprinkled proportionately across the role functions of administration, curriculum, teacher training, and research. Within the field we are moving forward in achieving an equity balance across the board.....and the opportunities are there to bring an equity balance up and down the board vertically. Through EPD there are opportunities for women to learn new leadership functions at the policy-making level -- through experiences not available in the normal courses in graduate school. Important experiences are available for instance at the University of Minnesota, where I attend.

Each EPD Awardee must participate in what is called a Tutorial...where needed experiences are provided not available in the regular courses offered within the Vocational Education Division....This fall, these students meet once a week with graduate faculty members with the purpose of studying indepth policy, legislation, and philosophy, as these are all interrelated with Vocational Education. This is good study for anyone in the field, but particularly appropriate at this time for women. In the winter, we will study finance and other identified issues. Interesting internships are available that will hopefully quickly propel women into more policy-making positions.....There are no role models for women in high level positions, so a bombardment of quality experiences must prepare them for competition at that level. They must have experiences which will allow them to see the field from a broad perspective, to be visionary about its future and creative in bringing that future to fruition.

New justification systems need to be provided the field -- new philosophies... with all due respect to Dr. Prosser and those 16 cardinal principles (I thoroughly agreed with your remarks yesterday, Mr. Browning,) but not one of those principles tell us how to implement equal opportunity in vocational education to all the people....that 16th one however, does allow us the flexibility to move away from traditional and outmoded ways of providing what again Mr. Browning so succinctly called the heart and soul of the program....preparing people for the world of work...

There are only two current available books on vocational education that provide a justification system -- and both of those inadequate in light of recent movements...so new authors must be developed within Vocational Education....men and women must begin to initiate the writing of legislation that will provide more appropriate training programs for all the people. And as women do become highly competent at the policy-making levels, Affirmative Action will counteract traditional biases in hiring -- to allow women to hold these positions, even though Affirmative Action has its own limitations and its own inherent dangers....Laws, it seems, must provide as near as possible what education has failed to teach.....

Both men and women in vocational education must be involved and given opportunities for value clarification experiences through staff development. The value clarification problem is so complex that Vocational Educators must be allowed to honestly explore their own feelings, biases, and unconscious motivations and try to decide if and when they are discriminating under the scope of the Constitution and existing laws.....and try to understand why they are.

For that second population of women, the female recipients who do plan to work and to compete in the labor market.....new programs must be planned..... Five service areas are not enough to take care of the employment needs of the future generations....To continue to plan experiences for students simply because five programs have existed a long time is folly.....at least 15 program areas are needed with teacher educators prepared and developing each one....Vocational education must think in visionary terms as to what can be the most beneficial to working women in the future....we have been obsessed with preparing youth -- thought something was magic about the ages 14-18...and at the same time ignored the employability problems of people aged 38-45 -- many of them women...so we are in fact discriminating by age in our planning. Women must study these problems and lend their dedication, commitment, aggressive imagination to helping solve them.

The Women's Bureau reports that while little effort is being made in vocational education to guide women into higher paying less female-sterotyped occupations, the National Planning Association estimates that by 1980, 20.1 million job openings will occur in primarily traditionally male occupations for which high schools offer vocational courses with entry-level preparation.

Curriculum must be evaluated for old programs in vocational education in light of new movements, and new programs written that will reflect equal opportunity.

Girls will be able to compete in the labor market....although more built-in barriers exist for them there than within education.....

There is hope on the way, however. The Fair Employment Practices Commission has laid down some strict rules on job discrimination against women. You need no longer go into the heart or mind of an employer to prove he or she has antagonism toward women workers or discriminates in pay. You need only prove that a "pattern of practice" exists -- you need only show that male workers get more pay for the same work than women workers, or that there are applications for a job from women, but that only men are being hired.

Pattern of Practice is the magic phrase and the meaningful formula. We hope that enforcement of this rule, along with more meaningful training opportunities for young women will finally close the career gap between male and female workers.

The third population...I have added it because it falls under the auspices of vocational education....through consumer homemaking and the traditional industrial arts classes.....Provisions must be provided both boys and girls who want practical help and skills for maintaining a home....Curriculum that allows for boys and girls to share experiences -- to plan to share responsibilities, to interchange roles, and to eliminate restrictive behavior of predestined roles in our society.

There is nothing wrong with attractiveness in the female -- or in the male. There is nothing wrong with being supportive, helpful, kind and gentle. Women, I think, should be these things, men, also, should be warm, giving, supportive, kind, helpful and gentle with other human beings.

We have tried to build into boys ambition, toughness, strength, aggressiveness, objectivity. There is nothing wrong with being ambitious, tough, strong, aggressive, objective. These are necessary qualities for the male to have. They are equally good for the female.

Old sexual stereotypes must go. These stereotypes *are* going. They are going as we become increasingly aware of the ways in which we have in our homes, in our schools, and in the world of work limited women -- and men -- in achieving their fullest development as persons, as students and as workers.

We must help expand the vocational self-concept of young girls. Toys, textbooks, classroom experiences must be oriented toward this goal. Parent education will also be useful.

We must open doors to increased opportunities for occupational preparation of women in a wide variety of fields, both those traditionally for women and those that are nontraditional. We must also encourage and recruit women to take advantage of expanded opportunities.

I have attempted to give you an overview today....of current and future realities and trends....to alert you to what is happening and the reasons why it is happening....and to give a few suggestions for change.

I hope I have included information that will either motivate you to learn more, to become interested in this movement, to see the reasons for it, or better yet, to commit yourself to bring vocational education more in line for providing equal opportunity for all the people.....

# CHICANOS ROLE IN VOCATIONAL EDUCATION

Louis E. Saavedra

Let me start by saying that I have not come to make you do penance; nor to point out your failings, if you happen to have any; nor to demand that you turn over to the Chicano movement all of the prerogatives of your office.

Because of your position and the education you have had, it will be most unusual if the thought of listening to a talk about Chicanos' Role in Vocational Education does not go a little against the grain.

There is a gut reaction that we discover, particularly among some older adults that rebels at the thought of having to consider the idea helping minority groups, especially those that do not speak English well. One of these is a nationally syndicated columnist: Andrew Tully. In a column printed in the Albuquerque Journal October 7, 1974, he laid out a full load of anti-minority sentiments. I quote from his column "EDUCATION IS RAPPED--

> Washington - Furtively, while sane citizens were preoccupied with Watergate and Nixon's nasty troubles, a new law was passed and enacted by the majority among our ruling masters who are terrified lest they lose the vote of some citizen fluent only in Urdu.
>
> At a cost of $170-million a year, the nation's public schools now will be required to adopt a program of also educating in their "native" language children who speak little or no English. There are about five million of these sprouts in the United States, and bilingualism in the schools is described by career uplifters as vital to nourishing their "ethnic self-respect."
>
> WELL, I DO NOT knock "ethnic self-respect," but in my day the aim of what were then called "foreigners" - and sometimes worse - was to earn the respect of the English-speaking majority, not to proudly proclaim their apartheid. They did this the hard way, by learning to converse in the tongue of their adopted land, and by seeing to it - frequently by resort to the switch - that their kids did the same.
>
> Henceforth, however, both English and the "native" language will be used where indicated in the basic school curriculum, including study of the history and culture associated with said "native" tongue. The program is based on the theory that children who speak English badly do poorly in school.
>
> THE THEORY is incontestable, of course. But until now the remedy has always been to provide special help intended to help "ethnic" pupils learn English. Again, this was the hard way, but in the bad old days working hard was not considered indecent, and anyway it was generally and accurately presumed that the business and political affairs of the United States would continue to be conducted

in the national language for some time to come.

As a former kid, I can't help wondering how many "ethnic" pupils enrolled under the new program will decide the heck with learning English. A child can be as lazy as any adult, and if he is instructed in his Old Country language the temptation will be strong to thumb his little nose at efforts to teach him how to utter a simple declarative sentence in a strange tongue.

GOOD NIGHT nurse! We're all immigrants, including the snooty descendants of the Mayflower riffraff and excluding the American Indian. But for better or worse, most of the early settlers spoke English and so it was adopted as America's official, native language. This is not a form of discrimination against immigrants who speak another language, it is a fact of American life.

Besides, while it is natural and admirable for an "ethnic" child to look back proudly at his national heritage, his first duty to himself is to become Americanized as fast as possible. He can reverse Simon Bolivar and Haile Selassie and Garibaldi and certain African tribal chieftains, but if he fails to patch up the cracks in his broken English he is doomed to the life of a bus boy or dishwasher.

Sen. Alan Cranston, D-Calif., who fathered the bilingualism-in-schools monstrosity, says he had to do it to eradicate "an anti-minority tradition in American public education." What a lunatic fatuity! All the law does is dress our system of free schooling for all in a clown's suit."

It is probably good for us to hear from the Andrew Tully's of the world to remind us how far we still have to go to bring some people into the Twentieth Century.

I can well imagine that each of you has worked very hard to get where you are and you are well familiar with countless numbers of persons -- young people and grownups -- who have made something of themselves and never asked for anything more than a fair chance.

I can well imagine that the job you are trying to do is complex enough without having to make special allowances every time you turn around. On top of that, you can point to an educational system that has been good enough for most people.

Life for Chicanos' in the southwest has been an endless confrontation with Catch 22 of American Life. Everything is there for them -- so near -- if only the thread could be unraveled.

Our society is cruel to the unexpert participant.

I am reminded of the anteater who came upon an ant and inquired of the ant, "What do you do?" The ant thought for a second and answered, "I dig holes in the ground; I harvest food; and I look out for anteaters." Just then, the anteater zips him up and puts him away. "Well," says the anteater, smacking his lips, "You can't do three things and be good at all of them."

Indeed, the life of the Chicano in the southwest has been very much like that of the ant, as industrious as he has been, there is always something coming up that keeps him on the outside looking in.

It was only two years ago that the scope of the problem was spread out for all to see--first by the U.S. Civil Rights Commission which estimated that nearly half of the Chicano children in the first grades in Arizona, California, Colorado, New Mexico, and Texas were unable to use English when they arrived at school. The U.S. Senate Select Committee on Equal Educational Opportunity reported a little over a year ago, "We have found neither uniformity in the enforcement of our Nation's civil rights laws as they affect education nor equality of educational opportunity in many of our Nation's schools."

We also have other evidence, some of it discredited, some not. For example, Polack and Menacker in their recent monograph say that the dropout rate in Texas of the Chicano students is 89 percent, while in California 50 percent of the Chicano students attending high school drop out somewhere between the tenth and eleventh grade. Steiner (1969) in his book the Mexican-Americans, reported studies that indicated that in the Rio Grande Valley of Texas, four out of five Chicano children fall two years behind their Anglo classmates by the fifth grade. He also reports estimates that in San Antonio more than 44 percent of the barrio residents are functionally illiterate and 20 percent never went to school at all.

We really don't want to get into a dispute over statistics. You wouldn't be at this conference concerned about the education of Chicanos if you were not already convinced that their problems were real.

Let me zero in on why it is that we need to make an extra effort to provide every opportunity for minorities in our society and in particular, Chicanos in the southwest.

The findings of the Senate Select Committee on Equal Educational Opportunity provide a brief and but dramatic statement about this. They reported:

"The American child whose first language is other than English suffers a double disadvantage. Like the black child and poor white child, he is probably isolated in a rural slum or urban ghetto community where he was born and lives and goes to school. If he is poor, he probably attends a school with other poor children of the same racial or ethnic background. And often it is an older school with few qualified teachers and fewer resources.

But when he arrives at school he faces a special disadvantage because his language and culture are different and they are often neither valued nor understood by those who teach him and run his school. Often his language is considered alien, his culture unimportant, and his manner unusual. He probably is told he must learn English, a language which may be alien to him or at least is seldom spoken in his home. He enters a new world where the values his parents taught him are now often rejected, tacitly if not explicity. He may be asked to change into something different. He is sometimes even forbidden to speak his native language in school.

Unable to conform to his new world, the language minority child is often labeled and stamped as inferior. He is tested. But the test he takes was probably designed for middle-class English speaking "Anglo" children. If he fails or does poorly, he is then often tracked into a class with slow learners. He may then see himself as inferior. He soon learns that his heritage is not regarded by others as important, for there is little in his curriculum or his textbooks about his heroes or the history of his people. His world at home is simply excluded from this world at school."

It helps to understand the huge Mexican-American population of the southwest if you view it in historical perspective.

In the Sixteenth and Seventeenth Centuries, the American southwest was explored by Spanish adventurers such as Cabeza de Vaca and Coronado. Santa Fe (N.M.) was established in 1609, two years before the English first settled in Virginia. For approximately three centuries Spanish was the dominant language of the southwest. In 1833, Spain was eased out and the Republic of Mexico ruled until 1846, when General S. W. Kearney occupied the area for the U.S. in an almost bloodless conquest. The Treaty of Guadalupe-Hidalgo in 1848 gave the U.S. the huge territory.

Long before the region became a string of American territories, the highly literate Spanish culture had begun to erode in the southwest as supplies dwindled (Spain was having its own troubles). The Spanish people here had to resort to the primitive way of living permitted by a hostile and barren land. Intermarriage with the American Indians, recognized by royal Spanish decree, gave rise to a new culture, Spanish speaking, and at home in the southwest.

After 1848, the Spanish settlers found it difficult to hold on to their land in the face of claims of the new Anglo immigrants to the southwest, and frequently were relegated to the poorest jobs and the most modest homes. For the most part, they were left out of the developing school system.

In California, the existing Spanish community was overwhelmed by the Gold Rush, which saw an influx of upwards of 100,000 people in 1849, almost all of them Anglo Americans. By 1870, a statute was enacted providing that "all schools shall be taught in the English language."

As Anglos immigrated to Texas, English became more widespread. The problem grew worse as the number of new groups of Mexicans crossing the border increased, enlarging the Mexican population of Texas by 76 percent between 1900 and 1910. Because the immigrants from Mexico came in relatively large numbers to places which already had Mexican majorities, they initially felt no need to gain links with the Anglo population. Aiding the separation was a deep racial barrier between the dark skinned Mexican and the color conscious white southerner.

While the practices of discrimination grew, it was not until 1918 that Texas law required all public schools to be conducted in English. In addition, segregation of Mexican-American children in Texas schools also occurred, although some court decisions prohibited such a practice from about 1948 on. As recently as 1970, a teacher was indicted for teaching a high school class in Spanish in Texas, although the case was later dismissed.

The Anglo immigration to New Mexico was of a different character to that of the other southwestern states. Only about 100 Anglos settled in the state prior to 1846. Since there was never a large influx of farm families, competition for resources did not come for another 30 years in N.M. A report from 1874 showed the composition of the New Mexico public schools as five percent English, 69 percent Spanish, and 26 percent bilingual. Although the use of English in the schools was well established by 1912, the New Mexico Constitution required that "teachers shall be trained in Spanish and English to qualify them to teach Spanish speaking pupils." The ambivalent feeling about the language to be taught continued through 1941, when the state required all elementary schools, with some exceptions, to teach Spanish in the fifth to eighth grade.

The stereotyping of the Mexican-American as lowest class, poor, and illiterate has been reinforced throughout American history by the thousands of immigrants and/or migrant laborers who have traveled through the United States, depending on the labor force needs and, more recently, on the wage scale conflict centered in the border states.

As indicated earlier, there was only a trickle of Mexican immigration through 1910. The largest numbers came in a wave between 1910 and 1930. Fifteen percent of all Mexicans who have come to date immigrated into the U.S. during the 1920's, owing to the Mexican Revolution and to the expanding agricultural opportunities of that period in the U.S. By 1930, the percentage of Spanish speakers in the southwest born in Mexico had grown significantly. In addition to regular immigration, Mexicans have continued to flow into the U.S. under various provisions for the importation of foreign workers, adding to both permanent and migrant populations.

Estimates of the total number of Spanish speakers in the U.S. run from about nine to ten million. About 80 percent live in the five states of the southwest (Arizona, California, Colorado, New Mexico, and Texas), and constitute about 12 percent of the area's total population. New Mexico has a higher proportion of Spanish speakers than any other state - approximately 40 percent.

By far the most comprehensive information so far collected on the Chicano population is provided by the 1970 census. Before that, little statistical information had been compiled. The census showed that altogether there were 9.6 million Spanish language people in the U.S. plus some 500,000 others with Spanish surnames--a total of slightly more than 10 million. Of these, 5.3 million U.S. residents considered themselves of Mexican origin.

Every state has some Spanish speaking residents, ranging from as few as 2,000 in North Dakota to more than 2.5 million in California.

As I said earlier, they make up about 40 percent of all the people in New Mexico and between 13 and 19 percent in the four other southwestern states. The states with the largest absolute numbers of Spanish speaking people are California, Texas, New York, Florida, and New Mexico, in that order.

Persons recently arrived from Mexico have been settling in areas already having substantial Mexican-American population as is shown by data from the Immigration and Naturalization Service. Of the 443,000 Mexicans who entered the country as permanent residents between 1960 and 1970, 55 percent intended to settle in California. Another 25 percent intended to make Texas their state of permanent residence, while about 14 percent were going to Illinois, Arizona, or New Mexico.

None of these persons include the Green Card border crossers for whom education is not provided in this country.

What are these people like? You need to know more about Chicanos than meeting those who you invite to make a speech and those who come to rattle your cage with demands when you are at home.

The population of Spanish origin had a median age of only 20 years in 1972, eight years below that for the total population, according to the U.S. Department of Commerce "Current Population Reports." This interesting little report also shows that the birth rate for Mexican-American women is well above the rates for other ethnic groups: 3,895 per thousand vs 2,956 for the country as a whole.

The median age for Mexican-Americans in 1972 was 18.

Partly because of the presence of children in their families, the labor force participation of Chicano women tends to be low which along with large size of the average family, contributes to the low income problems faced by many Chicano households. In addition, it means that the dependency ratio is high in this population group. The ratio--defined as the number of persons of all ages not in the labor force divided by the total labor force--strongly affects per capita income, standards of living, and the ability of families to be economically independent. Among Chicanos, the dependency ratio in 1970 was 1.89, higher than any other ethnic group in the country.

In 1972, one out of every five Chicano adults (those aged 25 or over) lacked the five years of education generally considered essential to achieve literacy--four times the corresponding figure for the general population. However, the illiteracy rate among Chicanos is far lower in the younger than the older age groups.

In the five southwestern states, where the bulk of the Chicano population resides, the median years of school completed by Chicanos ranged from 7.2 years in Texas to 10.6 years in California in 1970. In Arizona it was 9.0; Colorado, 9.9; and New Mexico, 9.7; happily, the illiteracy rate among young persons is dropping. While 28 percent of Mexican-American adults were illiterate, only 5 percent of the young people aged 10 to 24 could not read and write.

One of the things that the population data says is that the demand for vocational education by the Chicano population is at both the secondary and post-secondary level.

Several forces in vocational education have acted to exclude the Chicano student from both secondary and post-secondary vocational education. The move to exclude them has not been overt; nor in some cases has it been accomplished cognizantly.

I think that one of the forces acting to exclude the Chicano student from vocational education has been the drive and desire of many vocational educators to see the status that has been enjoyed by the more revered areas of education. At the secondary level, vocational educators have worked for a long time to attain the status of the academic areas. While vocational education programs have frequently had to scrap for every advance they have made, the more established academic programs have prospered without really having to face the scrutiny of accountability that is the first question asked of vocational education. How many times have you heard persons, who upon hearing that you are in vocational education, quickly enter into an interrogatory conversation? At once they want to know: how you know whether your vocational programs are meeting the needs of industry; whether your students are getting jobs; what the dropout rate is from your program; how expensive is your program; and isn't it too bad that you have all those undesirable students in vocational education.

How frequently have vocational educators longed for the prestige of the academic programs where no one questions the merits of the program? How often does he hear the biology programs questioned about their effectiveness; how many of the music students are held accountable according to a training objective; and do the teachers of math get questioned about whether their instruction is meeting the needs of industry?

Nor have vocational educators been alone in seeking a higher status for their programs. The National Advisory Council for Vocational Education had hardly organized itself after the Amendments of 1968 than it issued a report saying in effect that vocational education is not just for minority groups and the disadvantaged but that it should be for "everyone's children."

There were two ingredients that have helped shape the forces that have slowly been working to exclude the Chicano in vocational education. Another ingredient in the search for status was the altogether too normal desire of the personnel in vocational education to escalate the entering requirements once the quality of the student was such that it could be accomplished. I say altogether too normal, because if I have heard it once I have heard it a hundred times--and that is that teachers feel they could "teach a lot more" if only we started with "brighter" students, with better backgrounds and if we could only extend the length of courses into infinity.

Administrators of vocational education programs have been slow to see the hazards of escalating the price of vocational education because of the crunch of accountability that is laid on each of them. If your placement figures are not perfect, if you have some students who take up a place in a very expensive program and later drop the program; if the graduates of the programs do not exceed by several times the entry requirements of the industry which will eventually hire them; if their potential is not fine-tuned so that they could, given the opportunity, become the owner of the company even though they will start at the lowest level of employment--then the administrator is looked upon as some kind of nut and will suffer the ultimate insult from the men in the companies he is trying to please by having these revered industries deciding to take someone off the street rather than hire his imperfectly trained specimen.

It is no wonder that teachers are encouraged to excel in their programs; to make their programs as tough as they can; to aim at making their graduates so competent that they can outperform men who have spent a lifetime in a craft or skill.

It is no wonder that administrators applaud and encourage the counselor who can urge gifted students to enter the vocational programs, proving that right here in (and you can fill in your own favorite town) we are proving and realizing the American vocational education dream of making vocational education for everyone's children (meaning that it is not just for or even mainly for minority or disadvantaged students).

In schools all over the southwest we have realized the ultimate aspiration. Vocational programs are fast attracting more than just the disadvantaged, educationally retarded, minority students.

The search for status as an important force, by itself, is not necessarily detrimental to the aspirations of the Chicano student. In fact it is to be applauded. The second force I detect in vocational education, however, combines inexorably to narrow into a bottle neck through which fewer and fewer students can travel. This second force is the continuing inability of school systems to expand vocational education opportunities sufficient to serve all the children and adults who need it.

Even under the best of circumstances it is difficult to entice the most likely candidates for vocational education to seek it. When you make it a competition and when the smallness of your program permits you to put vocational education out on a take it or leave it basis, the marginally motivated student-already turned off by society and by his education system-finds it altogether too easy to pass up.

What responsibility do you have in this matter? Is it enough that you offer an opportunity, even if it is slight? Are you to blame if some persons don't know any better and fail to help themselves when the opportunity is there in plain sight?

I had the experience of being confronted with vocational education from the consumer's side of the picture. This spring, the counselors at our high school had an information session for parents so that they could better understand what their sophomores just arriving at high school are likely to confront. My son happens to be a bookworm so the usual diet of academic subjects suits him just fine and our part of the information session was uneventful. When the counselors got to the vocational offerings part of their program, they explained the eight or ten sections of vocational offerings they had and were brought up short by a parent in the audience who wanted to know how he could make sure that his child could get the vocational courses he wanted. He explained that he had another child in school who had not been able to get in any vocational courses. The counselors went into their routine explaining that there were only so many vocational classes and that the seniors had first opportunity to take them. The parent continued to zero in pointing out that while that is the case, that there are still many students who cannot get into the classes as was the case with the other child. His views were picked up by other parents with similar concerns.

I sat back contemplating the scene and I was pretty sure that before it was all over that this parent was going to help his kid get into the vocational program before his high school years were up. In retrospect, I hope that the child shared the parent's desire for him to be in the vocational program, but that is another story.

What this little drama indicated to me was that at least in the high school in our neighborhood, we had been eminently successful in making vocational education attractive and created another dilemma by not expanding vocational offerings at the high school.

Parents are being bought off in our community by the promise of building career education centers serving three or more high schools. Our high schools all have more than 2,000 students in them--an enrollment that could easily justify and each fill as many vocational programs as are promised in the area career education centers. These centers are helpful, and if they are ever built and all the problems of satellite education centers are solved, it will be a dream come true, but that is another story.

Getting back to my original point: we have been successful in improving the status of vocational education; we have broadened the demand for the classes; and for the most part, we have failed to expand the opportunities even to the level justified by the enrollment demand of ten years ago. The result has been that the more able, more aggressive student has been served by vocational education; the Chicano student with language and educational problems all too frequently has been left at the starting gate.

What happens to the Chicano student in school? If the statistics are true it's a tragedy; or if only half true: they are still very disturbing. Suppose Polack and Menacker are wrong and the dropout rate of Chicano children in Texas is not 89 percent; suppose it is only half that number? A third?

For the most part, the Chicano student cannot be reached by vocational education until he is in secondary school. The career education programs are good and many bilingual programs in the elementary school deal with career education materials. But, I fear the plight of the Chicano student is going to get worse before it gets better.

You can make it better.

More programs is a start. Making them accessible to the Chicano student would be an improvement.

For many Chicanos, the trouble with vocational education is the same trouble vocational education is for the rest of the population. Some vocational education programs are still very unappealing because they are set up wrong. Facilities and equipment are second rate, teachers are frequently inexperienced, either in teaching or in industrial experience, and the numbers of students in the vocational programs are still large enough to make your head swim. In many vocational programs the teacher is still the person who takes the roll, arranges the instructional program, develops the curriculum, repairs the machinery, checks out the tools, fixes the school's equipment and sometimes the principal's car, orders the supplies, calls the vendors, writes the specifications, works the bids, keeps the inventory, and teaches the students. Is it too surprising that his program is regarded as inefficient by the principal, the parents, and the students?

Perhaps we can gain support from college professors in schools of education who I hear balk at 12 contact hours a week while many vocational teachers are asked to handle 30 a week plus all of their "other routine duties."

There is a message here too for school administrators. If they look carefully at all the things they want done in the vocational program, they must wonder how it's going to get done unless they provide help in the form of auxiliary personnel help with some of these jobs.

How about the question of who gets into the programs? If I suggest to you that you should have an affirmative action program for Chicanos wanting to get into your vocational education programs, does it go a little against the grain? Do you still think that first-come first-served is the only way to handle admissions to your vocational programs? Is departing from this and into preferential admissions-when necessary-unprecedented?

Absolutely not.

There is a long track record in many fields where this country has moved to eliminate the inequalities in the handling of its minority groups. As I mentioned earlier-as recently as October of 1970, a teacher in Crystal City, Texas was indicted for teaching a history class in Spanish. October of 1974, we find that teaching of classes in Spanish is required by this state for thousands of Spanish-speaking elementary school children. Don't tell me there is no way to remedy the errors of the past.

In federal manpower training programs, we find that in fiscal 1972, 57 percent of the enrollees in New Mexico were Spanish speaking; 53 percent of the enrollees in Texas; and lesser amounts in Arizona, California, and Colorado.

If you are not ready for preferential admissions, may I suggest that the Chicano student needs better information if he is to take advantage of vocational education. Perhaps I am hitting at another weak point in our total educational system. Without getting too far afield, let me say only that counseling of the Chicano student must be a high priority of the secondary school. I know there aren't enough counselors, but those available must be organized to help with this job.

Reminisce for a moment over the profile I have given you of the typical Chicano family. Where is the secondary school student going to get vocational information? Where is he going to find out about the opportunities? How will he know how and when to apply for the limited opportunites that are available? Who will help him combat the inertia and apathy in his own life and in his school system to put him on a course of action that will conclude with a good experience in vocational education.

Certainly, we cannot depend on his family to provide this much needed information even under the best of circumstances. There is no way that they will have up-to-date information. The involvement of the Chicano family in the advisory structure of the schools (if they have one) has been notably missing. How to pull teeth in minority representation in advisory committees is an even greater problem.

This leaves us with only the school counselor with the potential of helping the student in his quest or no-quest for vocational education.

We can talk about the culture, values, life-style, and other sociological traits of the Chicano family. Many counselors have done a good job of developing a sensitivity for the problems of Chicanos in the southwest. While we must continue to work toward this kind of empathetic understanding, schools must also move toward the employment of increasing numbers of Chicanos on their counseling staff. Not that this alone will insure that both the student and the vocational education program will be benefited. We still have lots of progress to make before persons of all ethnic derivations can dispassionately analyze what is best for the student. I know many well-educated Chicanos who have bad hangups about vocational education and about certain kinds of work. I know Chicano advocates whose impatience will not permit them to accept the existence of the lower rungs of the career ladders that all of us know, confront, and overcome in due course. But there continues to be a disproportionate shortage of Chicanos in these key positions, such as counseling jobs, in most school systems.

There has developed over the years a structure for the advancement of teachers to counseling positions that boggles the imagination. Typically, most states have required advance graduate degrees and most school systems additionally require a prolonged period of successful teaching experience. A speaker yesterday said he should have vocational education training on top of that. The idea of having a "young" counselor who relates with Chicano students is closer to fantasy than to fact in many school systems where the apprenticeship trials are as I have indicated here. You will have to settle for a middle aged one. It also keeps you from going out and hiring a young Chicano counselor because if one catch doesn't trip him up, another one will.

Maybe it would help if we change the titles from counselor and create simply an educational ombudsman who can help the Chicano student through the maze of educational bureaucracy that afflicts us.

Another place where the Chicano student may receive support, encouragement, and assistance is from the vocational education teacher. Ideally, there should be Chicano teachers in your vocational education programs. In saying this, I am flying in the face of such a deepseated problem that I despair of seeing that fabled light at the end of the tunnel.

In the first place, teacher education institutions have a poor track record in the preparation of vocational teachers. Maybe they are inappropriate for some of the jobs we need done. If what we really want is lots of job experience and some basic training in teaching, maybe a four-year college degree doesn't make sense for some vocational teaching jobs. In our state because they have not responded to the growth of vocational education by stepping up their teacher training programs, the universities have been overlooked to some extent by the local training agencies.

I must say that our state education agency has struggled tenaciously in attempting to assert the right of higher education to continue bestowing the ability upon persons to work in vocational education but as of the last few years, they have retrenched a bit. The situation local directors now have is that they search out persons who they think can get the job done and follow up with inservice education. This works at the post-secondary level where there has not been a century of regulations prohibiting such liberties with professionalism; it is more of a problem where regional accrediting agencies still frown at high schools doing this if they want to remain in good standing for their exalted role as preparers of students to enter college. Even the most loyal of the academic school administrators are beginning to break away in the face of ever dwindling supplies of teachers to fill positions in vocational education.

I can offer very few suggestions on how to increase the supply of Chicano teachers in vocational education. Because of longstanding discriminatory practices in many crafts and trades, it is rare to find a Chicano who has gained the expertise necessary to move to vocational education. It is even rarer to find that he has completed the requisite college work and the work experience.

Even in New Mexico where 40 percent of the population is Spanish speaking and despite a vigorous advertising campaign all over the state seeking Chicano applicants for vocational education positions, it was not possible to attract persons for the various jobs open. Interestingly, we did get several well qualified applicants for electrical trades, but none for plumbing, construction, drafting, electronics, diesel mechanics, accounting, or distributive education.

If we are to improve the credibility of our vocational education programs as far as our Chicano population is concerned, it is essential that we make some progress in preparing Chicano personnel for vocational education.

In our case, we are hoping to identify Chicano graduates from our own programs; encourage them to begin some college work while they are working at their trade or craft; and after they have the experience necessary to teach in a vocational area bring them back to the school. This has been successful in a few cases so far and we see this as one source of manpower for our vocational programs.

Our public schools have been too preoccupied to undertake this kind of manpower development. We look for leadership to higher education and state education agencies. The advance of vocational education will continue to be fettered unless some breakthroughs are made in the preparation of teachers.

The time is ripe for us to advance the cause of Chicanos in vocational education. The civil rights movement and the specter of compliance has made many industries receptive to the idea of hiring more Chicanos in a wide variety of jobs. We can capitalize on that and solve several problems at once if we can make vocational education attractive and accessible to Chicanos at all levels from elementary career education through post-secondary technician training. I hope to meet many of you in the session this afternoon when we can talk about specifics and work over some special problems you may envision.

I did not touch on curriculum innovations that are particularly helpful to disadvantaged students. We did not get an opportunity to discuss the variety of federal assistance which could be focused to impact on our interest area.

We didn't speak of community groups and their organization which can be used to help; or public relations efforts; or role models in technical education.

We didn't look at funding and its impact on vocational education.

All of these factors, to the extent that they are important to vocational education in general, are even more crucial to Chicanos in the southwest.

# Recruitment and Development of Vocational-Technical Personnel from Minority Backgrounds

Joe Kinzer

I would like to talk about Katy's remarks this morning. I think her remarks were very good and appropriate and that they are very significant to the development of our labor force and the development of this country. I do not think the Womens Lib, equal right, or whatever you want to call it, are serious. When I am convinced they are really serious is when I start seeing some things like this: when they start demanding that the women's tees be moved back to the men's tees on golf courses; when they start filing counter-suits in divorce cases because they have been awarded too much property and money; when they demand all women of the age of 18 be subject to the draft laws to serve in military services; when they demand that their professional organizations be open; when they demand that they can compete equally in the same tournaments, professional golf, tennis, and other sports, When I see those demands, I will think they are serious. I am saying that in jest. I believe in equal rights. I believe in equal rights so much that I have surrounded myself by women. I work with women and that is one reason I am a bit nervous. So pardon me if I am a bit nervous.

I would like to talk to you about three things, basically three areas. One is what we have been talking about and I think the title on the program is recruitment and development of minority groups. One minority group that has not been mentioned at this point that is significant in the state of Oklahoma, is the Indians. I had an opportunity to work with an awareness program in the state of Oklahoma. I would have to guess that Oklahomans know very little about Indian development. People in the state of Oklahoma learned a great deal in working with this program. I know that there are a lot of problems for which I see no real great answer. Many of the serious problems like the problems that do affect vocational and technical education, offer their services to that minority group. I think that there are some things that vocational and technical education in the group can do to overcome some of these problems. It is a two-way street and we will talk about that.

Let me talk a little bit about that particular program. It was an awareness program. It was basically for the non-Indian program or administrator with at least ten percent of his student enrollment as Indian students. To back up just a minute, in the state of Oklahoma presently there are over 100,000 Indian people living in Oklahoma and there are no Indian reservations as such. Oklahoma is the number one state in the union for Indian population. Approximately five percent of our vocational and technical student enrollment consists of Indian students. A little over one percent of our teachers in all of the professional staff in the state of Oklahoma are Indians. That amounts to 17 teachers and administrative personnel. I am going to talk to you about some things today, in that particular area that needs to be overcome. That is a real problem and a serious one in terms of getting more minority groups of all areas, not just Indians, but Blacks, Spanish-Americans, and others involved in vocational and technical education. I think that there may be a way in which we can make some progress and I am going to talk to you about this in just a minute. Nevertheless, I would like to talk to you about that particular program. It was an awareness program. The primary objective of the program was funded through EPDA funds. It was an inservice program for teachers in the vocational and technical areas in Oklahoma.

The primary objective of the program was to provide professional vocational and technical personnel with a greater understanding of the American Indians in Oklahoma. I think I probably learned more than any of the people that were working with the program. We tried to do our utmost to get Indian people involved in the program. They were involved throughout the program in planning, in the implementation, and in the follow-up of the program. Currently there are 29 tribes residing in Oklahoma.

Part of our problems with Indian people is dealing with themselves as a matter of fact. I think there is no minority group in this country in which more money has been spent than in trying to work with Indians. However, they are one of the more disadvantaged minority groups. One reason is their own culture of their political oriented groups. They feel very strongly about their tribal ties. Many problems occur when dealing with Indian students. I do have a lot of interest in all minority groups but especially Indian students in Oklahoma. Less than one percent of our student population is Spanish-American and we have less than one percent who are teachers in that area. Our big problem in terms of minority groups of the state is with the Blacks and Indian population. I am going to be centering on the Indian population.

There were some Indian products that were decided as a result of this program that I am going to mention to you very quickly. One was the hope that we would increase the enrollment of American Indian students in the vocational and technical programs throughout Oklahoma.

Another real problem that was first mentioned was to try to create a greater holding power and decrease dropout rates. The presentation of sports material is another very important area. The presentation of sports material by vocational and technical educators in a manner that has a positive relationship to the American Indian student's education for social and economic environment. Many times tribal rituals, which are similiar to the things we grow up with, such as our morals, are quite different for the Indian student who is sitting in the classroom trying to respond like the normal student, as I might respond in the way you expect your student to respond, may be wrong. Many times we look at the student that is not responding in the same way and we feel like he is not interested. If he does not stand up and be boastful and more or less behave like the other students, he is not fitting in with the group and that means he is not buying what you have to say. That is not true at all. In some cases we have been told not to do those things because they indicated some had connotations. Working with Indian students in the classroom is a real problem. I have had that opportunity. I have worked with Indian students and in some cases they can be very unsuccessful because of the same things that I am talking to you about.

Number four is a greater involvement of the American Indian in the planning and evaluation of vocational and technical programs in Oklahoma. You know, as anybody does, you learn more from people about what they do than what they say. It is easy to say things and it is really hard to do them. Some things seem very easy and forward on paper, but when it comes to doing them it is an entirely different matter. Sometimes vocational and technical personnel at the state department, at the higher education institutions, at the public schools, and at the area vocational training schools have many times said that when it came to the way they acted, it was quite obvious, or obvious to them, that the Indians really did not mean what they were saying because of the way they acted. No, again I do not think there is anybody in the state of Oklahoma or any of the other five states represented here who try to discriminate against any segment of our society. It is what we do not do that becomes important to these groups.

This program was a one-year program, an inservice program, designed to make vocational education aware of the characteristics of the American Indian. It was in two parts. The first part of the two-week workshop, we had an Indian education consultant, who was an author and worked with Indian culture and history in the state of Oklahoma. In fact, she was chosen the outstanding Indian writer of the 20th century. Mayor Ruday Clements, director of the Northwest area institute of development staff from Oregon, and Mrs. William Bradley, who is the granddaughter of Quanhah Parker, the last Commanche chief, were there. Many others were there. Indian education consultants came. Without exception, these people were very knowledgeable in the area of Indian education. They have had many years experience working with them. Dr. John Mitchel a good friend of mine and a good friend of some of the people in this audience was there. He has had a lot of experience in working with Indian students, some outside the state of Oklahoma. He is also married to a very beautiful Indian girl and she also has a part in the program. She is very much aware of the problem. Probably the most successful thing that we had was the student panel of Indian students from across the state using the vocational and technical teachers. On a one-to-one basis, we had the opportunity to visit with Indian students about the problems they had experienced with vocational and technical programs.

The second week we also got involved with doing a little bit of traveling, doing a little bit of looking around. We looked at various areas and looked at very outstanding programs. We visited some industrial locations where a very high percentage of Indians come.

The second week then was designed to take a look at some problems as they saw them with the help of the Indian consultants and the local participants. We broke the participants into four groups and charged them with trying to solve some of the problems of dealing with the Indian students. It is my job to visit with each of those participants in their home school at least once a month. They came from virtually all over the state. So in that year, I tried to work with them implementing some of the things that they learned during this workshop. The only thing that I was a little bit concerned about was that some of the things they mentioned, there really wasn't any real easy solution. I think that is a danger that occurs when you ask people to develop solutions.

One of the problems was a lack of two-way communication and understanding between the student, faculty, administration, and most important home and community. Some of the causes they think were the existence of community prejudices and biases, the continuing forcing of values on others, the resistance to the change in teaching, and the failure of teaching programs to others. Then they listed some steps to try to solve some of those problems. The first step is to form an advisory board representative of the entire community to help formulate suggestions to include a program for all students. I might comment on that because we have tried to get that involved in every school system in which we are involved in. In some cases it has been very successful. In other cases the Indian leaders, who we try to get involved on these particular advisory panels or councils, have already been established. For so many years, the Indian leaders had been watching what had been happening to this community. When we tried to all of a sudden change all this they weren't all that receptive. They did not buy this. So sometimes they would not come to these advisory boards, but I think it was just a matter of watching what was really going to happen, what was really going to be the result. In many cases, they were already involved and very much interested. You could almost divide the state of Oklahoma in half--the eastern and western half. The eastern half, I found, had problems, but their Indian's involvement in community activities and community leadership is much more prevalent than the western half of the state.

Another thing that they felt important was to inform the public through the mass media what the program is doing in our area. They use newspapers, radio stations, television stations, and personal contacts through home visits, projects meetings, conferences, field trips, exhibits and many others. This had been in our plans already. The teacher always makes home visits. Many of the vocational home economics teachers make home visits. So that was being done to some extent. However, many times they make a home visit and not get the opportunity to visit with the person the student is living with. Most of the time the most influential member of that particular family is just like it is at my house, is the woman, not the man.

Another thing is to redevelop through plan develop education classes to reach parents and students through youth organization projects and programs. Talk with the administration public school system. Select an advisory committee that consists of training people, student counselor members, civic leaders, and parents. This is very important. Get acquainted with the leaders of the Indians of the Indian community. Listen, let others talk and listen to what is being said. One of our big problems we found in dealing with Indian leaders is you really have to listen to what he has to say and they are noted for saying a lot, but you have to listen to what they say.

Another very important area, another problem in the state of Oklahoma, is that a high percentage of Indian students drop out, before they get to vocational and technical education programs, with the exception of vocational agriculture and home economics. Many times they miss completely our vocational program. So the dropout problem is not only a vocational and technical problem, it is a public school education problem. One of the projects for one of the groups was to develop suggestions and recommendations to improve career information materials for orientation for junior high and elementary Indian students. The objective for that again was decreased dropouts, increase in enrollment, and increase a holding power. Some of these problems I thought were significant in terms of Indian population in our state. The Indian students have a higher dropout rate than the non-Indian at the junior and senior high level. It is a lie as a matter of fact. There is an interesting reason I have mentioned a fact that I have found in talking with the Indian teachers in my conference. Some of the other things listed here were over-age in their peer group and the lack of proper dress. I have seen Indian people living in the utmost in terms of poverty. Indian students have a poor self-image in many cases. They have unsuitable living conditions. They have peer group criticism. That is a very serious problem and I do not know how you deal with it. Another interesting thing is that books and movies portray Indians as ludicrous. Many Indians do not see the need to work. Part of that is because poor dissemination of career information. Part of that is because of social background and the way they have been taught. There is no positive reinforcement, no feeling for reward and dignity for work. Many times there is no exposure to what work is all about. They also have problems that all minority groups have, at least almost all have. That is being in a bicultural and bilingual environment. That particular project was a project that I felt very strongly about and I think there are many real problems in dealing with any minority group and especially the minority group in the state of Oklahoma that consists of the Indian people.

One of the things that I was going to tell you was that I was visiting with one Indian teacher in the eastern part of our state. She was telling me in talking with some of the parents, one problem that is a big deterrent to a young Indian person going to school, is their parents. The reason is that they are afraid that if their children get too much education they are going to throw off some of their tribal culture, tribal teaching that they hold very dear. So the parents will stand still for a child to go to school usually. I think their rule of thumb is that they will let the child go to school and until they have twice as much education as they had. Most of them had about a fourth grade education so they will let their kids go to school until they get about to the seventh or eight grade. They do not wake them up, they do not clothe them, they do not care whether they go; in fact, they would rather they did not go. I think probably other minority groups might have similar problems. If you point out an Indian student in your class and have him stand up and tell something about what he has done you just are really giving him a real rough time. When he gets home and tells his parents, they really do not understand and they really do not agree with this in many cases. So working with them takes a lot of understanding and it does take a lot of cultural awareness and I think that more of this kind of cultural awareness needs to go on, not only for the Indian students, but for any minority group that happens to reside or be prevalent in your particular area.

The other thing that I would like to talk to you about is the problem with recruiting professional or Indian people, but it does apply to all minority groups. We have had some mention for an affirmative action plan and I do not know how many of you have seen one or have helped develop one, probably almost everyone, but I thought maybe someone had not. That is not what I would call a workable affirmative action plan. It is not complete just to hope that they have some of the things that might be important in the total of the instrument. I adapted just a few comments on affirmative action plans for demonstration purposes. There are some things there that would apply to your particular situation that are not listed there. That is not intended to be a complete document. It does get at four or five things that I think are pretty important. I call your attention to A. It says police statement. That does not mean what it says. That should say policy statement. I discovered that when I was sitting at work the other day and I about had a heart attack, but it is too late to do anything about it. It should say policy statement.

Honestly, it is a sad thing in our society when we have to have federal law that demands this kind of a statement to insure employment patterns, as Katy was talking about earlier. However, from the beginning of time, I do not feel it is a problem that has originated in the last few years, it is not something that we are responsible for. This is something that has occured throughout man's existence. Certainly, I think that this is one of the few things in which we have done that we are trying to overcome. That particular document has four or five things listed in it. One, it has an employment area that is a statement that says we do employ and provide equal employment for all of our employees based on ability and qualifications without discrimination because of race, creed, color, or national origin. Then the next statement, the nondiscrimination statement, says the institutional administration will give special attention to continually increasing substantially the number of professional and nonclassified personnel from minority races.

There is also a statement about the development. They classify jobs so that a particular person can get an idea of the formality of the pattern he is talking about. I want to call your attention to the next page because I think it is the key. I think that any institution, any group, whatever it might be, needs to become more aware of agencies that are involved in trying to better minority groups in that particular area. This statement is number seven. It says the institution shall work with the State Department, Security Commission, the City Urban League, whatever your city might be, the Bureau of Indian Affairs, Opportunity of Industrialization Incorporation, The National Association for the Advancement of Colored People, Community Action Program, and other organizations interested in equal employment opportunity for minority and women.

I might add in talking with the personnel director of our particular institution, these groups have the same problems that we do. I guess in terms of recruitment the most used vehicle or technique in recruiting minority people is proselyting. We find that particular problem in talking with the particular personnel director. He finds in dealing with these agencies that they have a similar problem in identifying people that are time qualified to fill those positions. So it is not a problem that we have, it is a problem that everyone has in general. The third phase I would like to talk to you about I think is very important. In implementing this particular policy, you can look at the four or five steps that are involved in trying to eliminate that particular policy.

The next handout I have very loosely titled "A Milestone in Vocational and Technical Education." Being of a computer extraction and background I guess that stands for something. It stands for minority inservice leadership education system, to open the endeavor. Now in the state of Oklahoma we have, as I told you last year, 17 industrial personnel working at various levels in the teaching areas of vocational and technical and other areas. So we will slap this particular model 2017 people into others that we might use in this program. A lot of these things were very arbitrarily assigned. It is not some of the details that are important, I think it is the system, the total system that is important. It may work, it may not, but at least it might be worth a try. I do not think it would cost that much money in terms of the EPDA funds. I was going to tell you that I had in doing some research discovered this particular project that had been funded on a national basis and was available to every state in the union. I decided I better not because somebody might not hear me when I told you I was just kidding.

So let's take a look at this and see if it might have some bearing. In terms of status, the first block says perform milestone subroutine. That is computer instruction, the next block in sequence. I believe yours may be on the second page. You will see the milestone subroutine. The first thing that should happen is you should identify by the committee membership and that is milestone committee. That committee might come from people such as the state department and their EPD membership and they already have at least three Oklahomans in there in an established committee. It might come from members of the Bureau of Indian Affairs. It should come also from teacher education and also state supervisors in the various service areas.

Then the next step would be to select the members for that particular committee. Once you identify them, generally they are more than you can use. You need to work carefully and select those people. One of the first things in selecting committee members would be to identify a chairman. In our state I think it would be very appropriate that it would be the coordinator for the EPDA program. They need to decide on a workable size for that particular community. Then once they determine the size, they should make the selection for committee members.

The next thing that is important is to identify leadership confidence. I guess I have not really told you what this is. This should be a leadership development program specifically for minority groups. As I told you in this case I am talking about industry people for our particular state. Although I don't think it would necessarily have to be limited to that as such. But, I think that the leadership confidence that you want to accomplish in this particular program of this particular system needs to be identified. There are various ways to do that. I know there has been an excellent leadership development program already in operation. I have had the opportunity to participate in one and many of these ideas came from that. Oklahoma already has a very good leadership development program in operation.

Once that has been done, and that can be done through reviewing research and what other institutions around the country are doing. I think a leader in terms of vocational and technical education has been Ohio State. Check what they have been doing. Texas Tech, Texas A&M and East Texas, I do not have to list them all, have all contributed to this. Nevertheless, various programs have been together and I do not know if they have been put together specifically for large groups or not, but some of the components possibly have been similar.

Then I think you need to select a time frame. What kind of a time frame do you want to accomplish this particular inservice program? What should it be?

The next thing, once you identify all these confidences, would be to select the ones that are most important. You also need to select the proper sequence, the way that you are going to present these. Assign the confidences, the groups of confidences, to the modules of the institution. Then develop guidelines for participants to select. This committee has a very big function and a very big job.

How many participants can be served in this program effectively? What is the prerequisite academic background that you feel are important? I think you would be limited to make some decision from one or two of the areas. What about the participant distribution inservice areas? I think that is important.

The next step would be to identify the minority teachers that you are dealing with. In that case it would be those Indian teachers that you are going to train or I should say develop. I might add we have this particular inservice program completed. Remember that the real problem is that when a slot becomes available you are not able to find qualified people. I am sure that there will be slots available instantly, but maybe not that many. So we are developing, hopefully, a reservoir of qualified people to move in to those slots as they become available. Nevertheless, you should identify the teachers and then you need to select the Indian participant, the minority group participant that you hope to work with.

The enrollment that I put down here is very arbitrary. I said 25, it could be 55 or 105, whatever you feel that you can effectively deal with. That would be a committee charge. Now suppose you did not get that, maybe you would want to reach out into other minority groups. Maybe you would want to work with all and decide how many for each minority group that you had working in that particular area. In Oklahoma you are basically talking about women, Blacks, Indians, and Spanish-American people as many of the minority groups.

Once you make your selection then you are ready to start in the particular process. I have called that consortium. What I mean is we might have three higher education facilities. It does not have to be higher education, the three institutions working together to try to solve a particular problem. I think it would be very profitable for anyone. It might be a problem because it usually takes about four or five years to figure out what is happening in any one institution and to try to do that in two years might be a problem. Maybe we could cut down on some of the problems that you have in many cases.

These are very arbitrary. To illustrate how this might function, I listed some of the confidences that might or might not be involved. Also the arbitrary assignment for these various institutions by the O.U. module, which is shown first, might include sociological implications of vocational and technical education for our country, for what is happening to our people and how vocational and technical education is affecting them. Certainly the administration should be aware of that. It includes migration patterns, segregation in our society. The next confidences might be political implications in analysis of political issues that are involved in effective administration of vocational and technical programs in the state of Oklahoma. Current legislation is certainly very important here. Needed legislation is currently being implemented. Another one might be economic implications, impact of technological change on our society, change in structure of the labor force, economics of manpower training.

The last one is not listed. I just picked four institutions for the demonstration now. The local responsibilities for reimbursed program for the state and federal policies: What the supervisor is, what is the function of the program, the record keeping, and the recording of the local program. You know, many times we seem to forget that many of us have probably never been introduced to any of these. Maybe you have in some cases because this particular group might be a different group than the normal group of that particular age of that particular phase of their professional career. Many times it is something that they hear or maybe have not heard before depending on their particular background. To many of us it is secondary. We hear it all the time.

The simple state university module might include school and community relations which would include something about our community institutions that are around. I am not talking about institutions such as Central State, I am talking about other kinds of institutions; community power structures, school community relations, evaluation of improvement of education. The next group might be public school administration that should be aware in particular of state law. In the state of Oklahoma the Oklahoma state school law. School financing and business management might be an area within that region. A school personnel relationship, school business management, certainly an upcoming profession with administration, adult education, the trends and needs of education, adult education psychology might be an area in which they might be introduced to the program development of adult education. Student services certainly is a very important area. They should be aware of the counseling services of that particular area. Effective guidance and counseling are offered in that particular institution. The manpower analysis which might involve formal trends and needs of national and state levels, occupational analysis might be some areas within that and industrial surveys. The curriculum development of vocational and technical education basic curriculum concepts might be involved. Curriculum influences, career education, and concepts might be involved in that particular area.

Program planning for vocational and technical education might involve staff development, plan and instructional facility, and financial planning. Current trends for development of occupational education might include cooperative business program, distributive education and other service areas, current industrial agriculture education, and others.

Then the next block or the next subroutine to be involved would be the internship program, especially for minority groups, because many times they do not have an opportunity to get first-hand experience, first-hand observations on these kinds of things other than being the recipient. To get that program you must identify these stations. They may come from some area vocational training schools. They might come from a comprehensive high school program where you have a vocational program. They might come from development education centers. They might come from community junior colleges. They might come from your teacher educators institutions and many other areas. Once you have identified them you need to select them. Then you need to place those particular people in those internship locations.

Now this is a problem. This is not really much of a problem in terms of you taking up a 552 doctoral candidate that is totally committed to working a couple of years to sort out his life and spend 99.3 percent of his time, in this instance, time spent sleeping and other things involved in the educational process, so this particular margin would be very difficult to structure. Nonetheless I think it could be done.

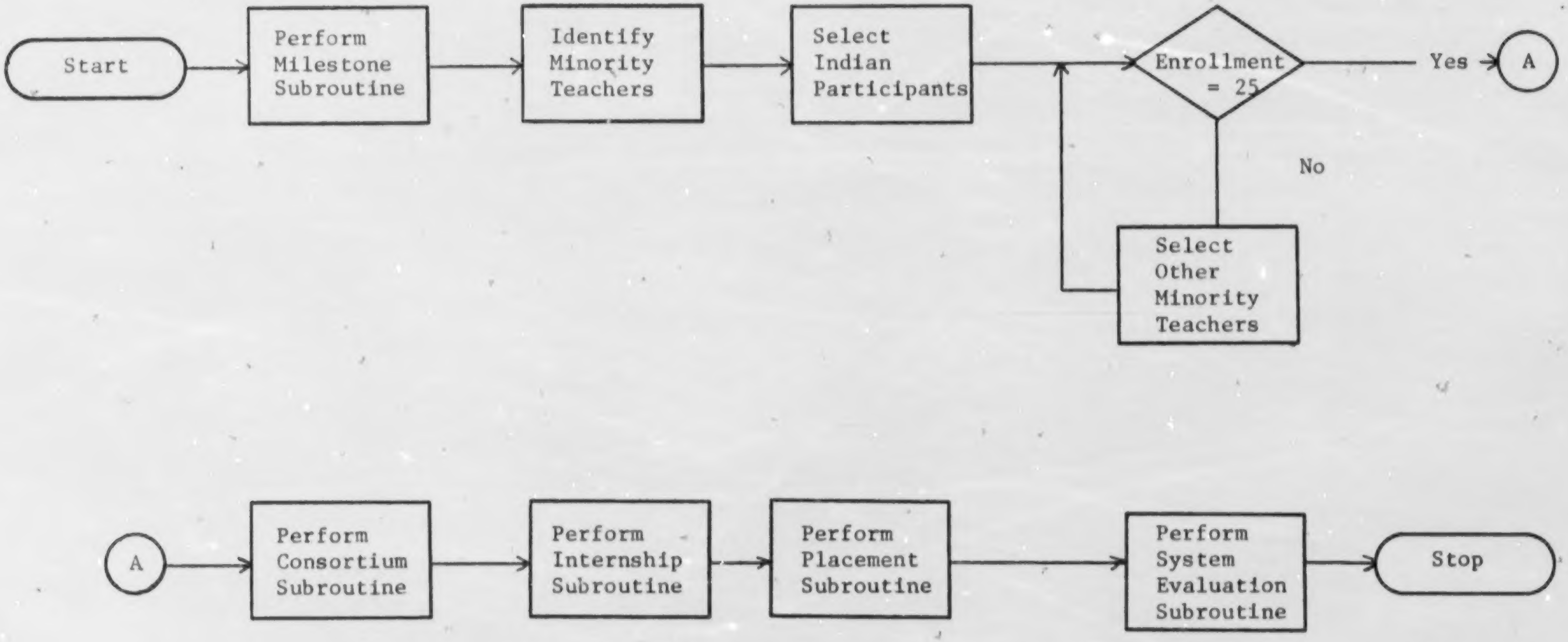
Then the last one would be system evaluation. In other words, evaluate this particular leadership development system to review what it was we tried to cover and was that sufficient, was it practical, and was it usable. Review the delivery system. Did the consortium work? Were there real problems in communicating between one institution and another? Was the time thing realistic? When do these things need to be revised and updated in the system?

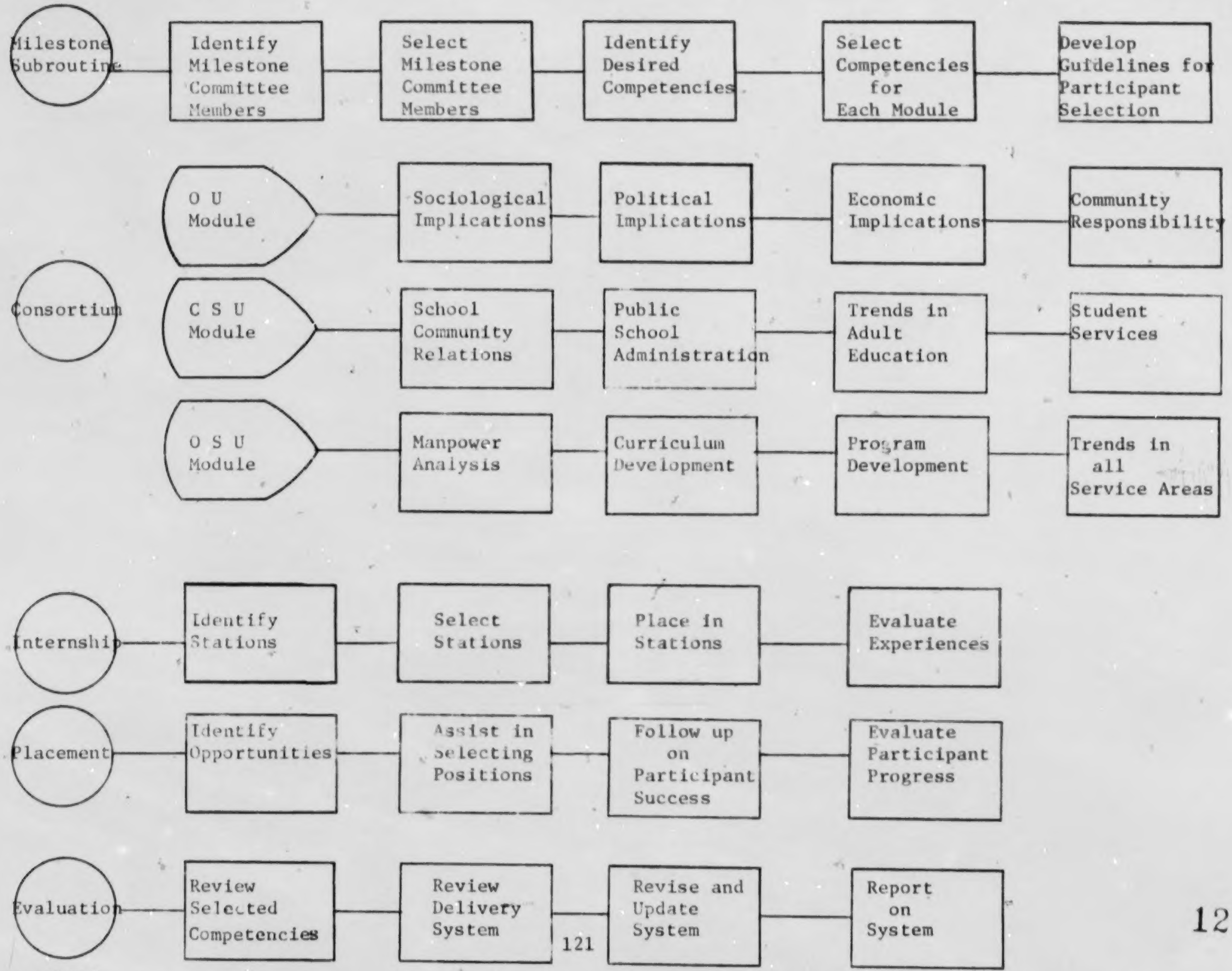
The system results should be reported last. Did we have enough money? Were we adequately funded? Then that should be reported to the people so that they will know what we are doing in this state.

In conclusion, I would just like to say that the recruitment and development of minority groups regardless of where they are require one thing and that is commitment. We have got to be committed so that you can have the most beautiful system and the best affirmative action plan that ever existed. If you are not committed to using it, it is not worth the paper it is written on. The other thing is that I feel that minority representation and leadership would attract more minority students in vocational and technical education. I also believe that minority leadership could result in program development of a particular minority group. Thank you.

# A MILESTONE IN VOCATIONAL-TECHNICAL EDUCATION

## (MINORITY INSERVICE LEADERSHIP EDUCATION SYSTEM TO OPEN NEW ENDEAVORS)


Start
Perform Milestone Subroutine
Identify Minority Teachers
Select Indian Participants
Enrollment = 25
Yes
A
No
Select Other Minority Teachers
A
Perform Consortium Subroutine
Perform Internship Subroutine
Perform Placement Subroutine
Perform System Evaluation Subroutine
Stop


Milestone Subroutine
Identify Milestone Committee Members
Select Milestone Committee Members
Identify Desired Competencies
Select Competencies for Each Module
Develop Guidelines for Participant Selection
Consortium
O U Module
Sociological Implications
Political Implications
Economic Implications
Community Responsibility
C S U Module
School Community Relations
Public School Administration
Trends in Adult Education
Student Services
O S U Module
Manpower Analysis
Curriculum Development
Program Development
Trends in all Service Areas
Internship
Identify Stations
Select Stations
Place in Stations
Evaluate Experiences
Placement
Identify Opportunities
Assist in Selecting Positions
Follow up on Participant Success
Evaluate Participant Progress
Evaluation
Review Selected Competencies
Review Delivery System
Revise and Update System
Report on System

James Shepherd

Chairperson of Arkansas

I would like to say this, I have enjoyed this meeting. I believe that we each have gotten a lot out of it.

I would like to start off with one thing in response to Katy's remark this morning which I enjoyed. While she was talking I just numerated my people. I have 22 individuals which I am directly responsible for. Out of the 22, 11 are females and 11 are males so, I thought, we would have a pretty good record there. Also, in talking with my agricultural supervisor last week, I find that we had to close ten departments this year because we did not have trained qualified people to fill the positions. So, Jay, if you'll send your ladies over we'll put them to work.

We do feel that we are doing a fair job in Arkansas in vocational education but at the same time we admit we are not even scratching the surface yet. Now, the few remarks that I will make will be things that we will be doing this next year as far as plans are concerned. I'm not going to discuss what we're doing now, but plans that we're hoping to implement this next year to some extent. We have approved a retreat, which will be composed of all teacher trainers and the state staff personnel, and will be from two to three days as we have done here to discuss our problems on all levels.

Now, I would like to give you some of the things that we will be discussing. I know we will not accomplish all of them this year, but at least it will be a starting point for us. In first place, we do not feel that we should segregate instructural teaching programs from the standpoint of teachers to the disadvantaged and handicapped students. Whether you are in T&I, agriculture, or home economics, the teachers should be qualified to teach across the board for all individuals whatever their needs might be. We are hoping to implement this this year through inservice training and inservice workshops. Where, if instead of segregating these students by themselves and teaching them as a disadvantaged class or a handicapped class, the teacher will be able to meet their needs in the class that they're in. We realize that this will take some changes, maybe in courses or in course content from the junior high level through the college preparatory and even in inservice training. So we will be working toward this this year.

Another thing that we plan to do is to expand in using our standing teachers in a given skill area to conduct some of our inservice training workshops. We feel that a teacher who is doing an outstanding job in his area can communicate with other teachers. I don't know whether I should say better than the staff or the teacher training personnel, but we have received dividends from using outstanding teachers in this capacity and this will be expanded. In all states we know we have disadvantaged students. You ask how many are there? 20 percent, 30 percent, 35 percent of your population. Where are they? Well, here, there, somewhere else.

What are their needs? Well, actually we don't know. We're just picking out figures that we have seen on paper somewhere. This year, and I realize this is small, but we are setting up 45 schools, 15 large schools, 15 middle-size schools and 15 small-size schools. A complete survey will be made on these 45 schools to determine the disadvantaged students and the handicapped students. Going one step further, determining why they are disadvantaged or why they are handicapped. Then, meet their particular needs and try to elevate them back into the regular program of vocational education. In conclusion, I thought yesterday was an outstanding day, a lot of meat was in the program from the remarks that Mr. Browning made and some of the rest. The Arkansas group discussed this in their meeting and we thought that we would like to recommend it to you as a group, let you consider it and see what you think the feasibility would be. We propose for consideration (now consideration only) by the Regional Office, a conference, say two days or whatever time it may take for administrative personnel of colleges and universities involved in teacher training in vocational education for the purpose of reviewing and studying roles and commitments for the training of teachers in vocational education. We feel that we need to be dealing with the higher administration if we are going to be able to make a very large dent in our teacher training institutions. This is no reflection on our teacher training institutions now but we realize from the teacher trainers that I have talked to, they realize that some changes need to be made so if we can get a commitment from that top person up there, whether it is the president of a college or whether it is academically. If we can get these commitments then we can raise the level of vocational education and get back into the main stream. We believe that we can. Thank you.

## Samuel M. Johnson

## Chairperson of Louisiana

Ladies and gentlemen, I am Samuel Johnson from the State Department of Education of Louisiana. All of a sudden, it seems like I have gotten important here as I have been chosen as Louisiana's chairperson. It may seem that we have gotten lost in the shuffle here about this board. I see something in reference to the state plan and I had better not mention that because the state plan, I bet, is the reason I am here.

It has been my observation that state departments of education in Louisiana have put forth special efforts to employ minorities who would automatically serve in leadership roles. I would like to say this, I was involved in a study here sometime back and this study was to cover a certain period of time on a certain school there in Louisiana. We got records on the students and somehow one student's record was not too clear so it fell in my lap to call the parents to get some clearer records for this student. Where the student attended school and etc. So I mentioned a certain school to the mother that answered the phone, it happened to be a vocational training school, and I had just as soon slapped her in the face. She said, "What?" "My child has never attended any vocational school." She went to the four-year institution and was graduated there. So I mention that to say this. Somehow or other along the line, we are going to have to increase the image of our vocational schools and our vocational training in Louisiana, I do not know about the other states. Especially among the people who could benefit by such things. I think Louisiana is the first state in the nation that we know of that operates a bus boat or a school boat, you might term it. Where students are living across the marshes and they have to come across a body of water or marshes to get to school. We consider education to be just that important. Regardless of where the isolated area we must get the student to where he can learn or be trained. Training can best be accomplished in an open curriculum and such training lends itself especially to some of our health programs and programs leading to training for teacher aides etc. All parishes were allocated career education funds and these funds were used for retraining and upgrading of teachers and other adults who feel that they are in position now that they could be retrained for further employment. The parishes felt that in order to receive these funds a plan or program should be submitted to state department of education and be approved by the superintendent. There are recruiting teams innovating from all the universities who recruit minorities for leadership training. Louisiana has four predominantly White institutions and one predominantly Black institution which are recruiting minorities for training for vocational education. When I used the term predominantly I did not mean that no students were Black students or other minorities attending there, there are quite a few of them there but somehow or other we still consider them Black or White institutions.

Several vocational technical schools are initiating programs in cooperation with industry to upgrade minorities to leadership roles. Training periods are arranged when the students can attend these programs, at night or vice versa if the student is working at night, he can attend his program in the day time. There has been an expansion and a continued expansion or an associate degree program to give minorities a great opportunity for advancement training in leadership roles. And speaking of your bilingual programs in the EPDA 552, there is a young man presently attending Colorado State University leadership training to teach your great speaking minorities in French language. Without possession of the state plan I think I will contribute this right now because I do not want to mention anything that we could not stand behind. Thank you very much.

## Roger Laboda

Chairperson New Mexico

I'm Roger Laboda the EPDA coordinator, RCE Director and writer, and various other things in the State Department of Education. The last time I was here, I wasn't moving very fast because I had just finished a 26-mile foot race and I could hardly walk up the stairs. They put me on the second story here and I literally had to put one foot in front of the other to get up. This time I don't have that excuse and I thought I was doing alright, having just returned from my honeymoon just a couple of days ago, but I didn't run fast enough and was called to this presentation.

Everyone believes that education is a process and looking at the assignment that we were given to report on, starts talking about things we were doing and we thought well, we would leave it there. Since we all did agree that it was a process, looked at what we did in the past and what worked and did not work, looked at what we have to do, what is working today and when we get back and leave the meeting and the enthusiasm that 100 and some can encourage. So we looked at some of the past things that have been done to minorities and hope we can share with you and hope you will not do the same. It's nice to have a Black, Indian, and Chicano on your committees. Maybe because of HEW regulations, maybe because of the pressure from those minorities, but if you don't listen to them and don't take them seriously, then why have them on at all.

Everyone has heard of tokenism. Let me just share a personal experience. I applied to the University of New Mexico. I was teaching a course in Introduction to Education and I thought I had been hired on my merits and I don't know, maybe I had been, but I was hired with a mustache and shaved it off six months later. The chairman was very upset at my new appearance because I wasn't the token Chicano that stood outside the door and when I shaved it off, he thought I didn't quite look like the stereotype of that time.

Some of the things that are available for minorities, not only for recruitment training but also holding minorities, I think has been mentioned the last couple of days especially for the Indian student. They come out to the campus and suffer cultural shock because they do not know how to interact with the white man's rules. There is a study, a project on one of our campuses where you literally pay off with bribes Indians to come to some classes and also to the Indian counselor so if they have any frustrations or they do not understand any classes, they can come and discuss these problems and have help. Everytime they came, they got a dollar. It seemed there was a high participation right before Christmas because they had to get back to the reservation and they started collecting their dollars. I think this shows that all values which may be money, may not be a value to other minority groups. The idea was good, retain the Indians on the campus and help him get through this cultural shock.

Some of the other organizations have also tried to do this as a college opportunity program for enrichment to give all minorities an opportunity to learn what is available. What are the procedures? We have all worked with State Departments of Education and have become very frustrated possibly with some of the red tape that is necessary for the many reports that there are to be done and for a student coming onto a campus who may just hop on a bus and never come back. So what we try to do is help these people stay on.

Also, New Mexico receives the education opportunity grant to familiarize all students, and in New Mexico that's quite a few minorities, on what is available and how to get into post-secondary and higher education institutions. Also, on the state level we have a person in charge of going out and talking to seniors strictly for vocational education. So if they need some services or some loan grants to get into the post secondary institutions, then the state employee goes out to these schools and he'll have that information. So education is open to everyone. Also, funded under EPDA, we are working with health occupations especially in the rural areas. We recruit people to come into Albuquerque to get training in health occupations. We hope that they will go back to the rural areas, where they are needed desperately but this is not an ideal that has been achieved.

So we are bringing in more of the Indian trainers for those that are in Albuquerque and have lived there and may want to go out to rural areas to understand the culture rather than suffer from culture shock.

Just before I left, I read in the newspaper that at the University in Albuquerque the president was resigning and one of his solutions to the problem that he sees at the university was that it was getting too large. The minorities cannot pass the entry requirements or if they do they do not stay in. They drop out. He suggested a junior college movement, which in our neighboring states such a movement has been going on for a few years, but in New Mexico we have not even started. So maybe through this movement we'll be able to retain and gradually have the minorities learn the process and decide whether they want to go on or quit after two years.

I said that education is a process. I've talked mostly about things we're doing now but what are we going to do in the future? Black study centers, Chicano centers, women study centers, we have those but the delegation from New Mexico has gone one step further and said, let's not onlt look at minorities, let's look at the road blocks that they're going to have to face once they get in college and into our teacher education program. I was very happy they said that. I felt like the marathon runner in the movie, The Longest Distance Runner. Being an EPDA coordinator, sometimes he wonders if the support is out there and all he has to do is ask for it. If they want more involvement in state planning, which came directly from this meeting, I think the idea was there. As it was mentioned yesterday, as some other states are being more and more involved, teacher educators are getting more and more involved in the state plan. That's the way it should be and I hope in New Mexico that's the way it will be.

Also, through the state plan, they are looking at some of the certification requirements. Certification requirements may be detrimental to some of the people that are working in the field, some of the minorities that might like to get into teaching. They say we need to reevaluate those, possibly solve the problem of discrimination, intentional and unintentional, with minorities. That is the presentation I would like to make.

## Ann Benson

## Chairperson of Oklahoma

Hi, I'm Ann Benson and I'm in the State Department of Vocational Technical Education in Oklahoma. My primary responsibility is that of writing curriculum for home economics. I'm not exactly sure why I've been the delegated one to represent the fair state of Oklahoma but I do know one thing, for the first time since I entered this room, I'm starting to get warm. As we began looking at our topic for discussion, we noticed in our program we were to discuss recruitment, participation, and training of minority members for vocational technical leadership. It seems that these three things have a great deal of commonality so an introductory statement was prepared in our group and I would like to give it to you before I give you some of the particular projects which we are doing within our state.

The state of Oklahoma will actively accelerate its efforts toward continued nondiscrimination and fair employment in teaching administrative positions and vocational education to all persons on basis of ability and qualifications regardless of race, creed, sex, or nationality origin. These efforts will be directed toward all phases of vocational education and all levels of positions. All professional personnel and vocational education, and there are somewhat over 1,800, will be charged with active involvement in the recruitment effort. Efforts will include the earliest possible identification of persons of all races, creeds, national origin, and sex with whom a vocational personnel comes in contact, who exhibit traits, characteristics, abilities and interests in pursuing a professional career in vocational education. A program will be developed to provide vocational skills, professional training which includes leadership development, counseling services, placement and follow up to ensure that those minority persons who aspire to teach or lead vocational education and have prepared themselves have the opportunity to do so. The program will include job development as necessary.

We had a brainstorming in our session to talk about some of the particular things that we're doing for minorities in vocational education. It mentioned in the preamble in our state plan that there is a statement which says that all persons in all communities will have the opportunity to participate in vocational education. It was our feeling that as people are allowed to participate equally they will move up to the rank of leadership positions. Some particular projects which we have in our state include, first of all, a United States Office of Education Project which has been funded regionally for minority recruitment. This is mostly for Indians but applies to other minority groups and is for industrial arts, technical education, and T&I.

A second thing which we are doing in our state is what we call our CVET Program. We heard an excellent presentation the first day on what Texas is doing with their CVAE Program. Although we don't have as many of them in our state, you must remember, we don't have as many schools either. We have a program which is coordinated vocational education and training. We are training students, mostly at the freshman and sophmore level in areas of the home and community services, construction trades, and mechanical trades. In relation to this we have also developed a curriculum for math, English, and social studies and are completing the science curriculum. These students are pulled out into circumstances so they can receive particular training. Once again, this is aimed at areas where there are disadvantaged minority students.

Our state department people are encouraged at all times to get out in the field to be with minorities to learn more about them. Occupational education classes for disadvantaged have been part of Oklahoma State University for several years and will continue to be. These are jointly sponsored through EPDA funds and are three-week intensive classes where there is one week spent studying Black, one week Chicano, and one week studying the Indians. Oklahoma State University has a concentrated minority man power planning program where assistantships are available at all levels of minorities. This is for undergraduate or graduate study. We have one vocational technical school in our state which has hired a full-time person for nothing but recruitment of minorities. Also, there are two full-time people in the state personnel list who work mostly in the southeastern part of the state and their major responsibility is the recruitment of the dropout student. We have mobile guidance units who travel to schools, provide assistance, guidance and counseling services, particularly in the southeast where we have a rather high percentage of minorities. CVE adult education programs in Oklahoma City have been sponsored through the adult education institute. These used cooperative funds and they are for the underemployed and the unemployed interested in upward mobility, mostly careers of distributed education. Vocational technical education has sponsored live-in experiences in homes of minorities. These were various identified leadership personnel who had this experience. Two of our institutions are also conducting programs for open entry and open exit for teacher training, to teach unemployed and underemployed. Our teacher education department is hopefully attempting to train future teachers skills in recruitment of minorities. So that we could work with the students at this local level, hopefully then legislature will not be necessary. Thank you.

## Webb Jones

### Chairperson of Texas

I'm Webb Jones from East Texas University. We thought in terms of four instances that influence the recruit plan selection of people for leadership in vocational education. The states and the higher education institutions, the local institutions, which would include both the public school and the community colleges, and institutions of this type. Then the individual himself who makes a move and indicates to one of the higher educational institutions that he particularly desires to be prepared for a leadership position. We thought in terms of some specific points that we might do some things about in terms of this recruitment of leadership. Particularly from the state standpoint we want to do a better job of getting assimilation of the words in terms of the EPDA 552 Program. We had indication in the presentation this morning that one factor affecting decisions is lack of information in terms of minority groups entering into various kinds of occupations. We feel the shortage of time in terms of 552 announcements and this sort of thing and people not having proper information is a limiting factor to an individual using this as a vehicle for going into the leadership position in vocational education. We spent a considerable portion of our time starting this process of assimilating of information about this program. We also discussed some of the problems involved in getting out the word about trained leadership available. In some areas, where minority groups applied to the university and get involved in professional development programs, they are very easily placed upon completion of these programs and the university has an opportunity to help in recruitment and in funnelling people in leadership positions. Another avenue, though, for getting into these positions in vocational education in our state is represented by the procedure for being approved and prepared to be a vocational director or a vocational guidance person in a local institution or in a public school. In many cases, the decisions on recruitment, the decision who will be recruited and so on in this area, is done by the local institution who picks someone and recommends that this person go through the improval process set up by the state and then contact a higher educational institution for deficiency plans and training programs. We feel that there is a need for a central information office particularly in connection with these potential local leaders so that there can be available a five dollar people who have been prepared for these leadership positions, since some schools do call for assistance in this area. We discussed some of the leadership for the post-secondary institution. The post-secondary institution often calls upon the institution for prepared people but they often do their own appointing in a way by the dean or the president. They select their people and then perhaps send them to us for some further training and development. After talking about some of these problems, we decided to recommend a state wide meeting of our teacher educators sometime in the next few months for the purpose of dealing with some of these problems that we have discussed and other related problems. We also discussed the use of our 553 funds to develop a more interdisciplinary training program of the inservice nature for our present leadership in vocational education. We also discussed the probability of using 553 funds for developing present leadership in vocational education in small schools, so that the programs in these schools might be operated more effectively.

# Future Directions for Using All People in Vocational-Technical Education

Arnulfo L. Oliveira

Thank you very much, I assure you, you will get out on time. I noticed you hesitated with the name but do not feel bad because I have an army of six kids at home and they cannot pronounce it either. That reminded me, in Washington recently, you know you go in these crowded restaurants, I was at the head of the group going in and the man said name please. I said Jones. The man looked at me and said you could not be Jones. I said yes, Jones. I was not about to fight the issue of spelling the name and all this sort of thing.

I do want to commend you on the format and the items or projects which you plan to undertake at the state level. I asked before I came. I asked Leo, what's this group about? What does the audience do? What are they here for and all this sort of thing. So I am very pleased to be part of anything that has to do with the training of vocational teachers. It is very much needed. I think of all the things that I heard this morning and the things that were mentioned and I thought the first gentleman from Louisiana was going to steal my thunder because one of my pet topics has always been image and as we all know image of vocational technical has never been near to my satisfaction. You, who are concerned with the training of teachers, I shall address a little portion of what I have to say to image which I think is very important. We faced the same situation when I came to the college with which I am associated. It is down at the bottom of South Texas and is called Texas Southmost. As an example, I was a principal and I heard the rumbles of kids calling the college tamale tech, taco university, and numerous things. But probably the most clever one I heard came from a pretty sharp student who came into the high school, one of the holidays and I said, "John, how are you doing? Are you going to school?" He said, " I am going to Texas Almost." So right then and there, I remember those little things and when I was named President of the College, among many things that confronted me, I thought of was this image situation. We have got to project a better image and I am very happy to say if you call it Tamale Tech or Texas Almost, you might get hit in the mouth. We have doubled our enrollment.

What do you do for image? I think you must pass it on to the kids or people you are training. I think you've got to send them out with a real positive nature. I've been in teacher education and we have a tendency to devote a lot of time to the word problems. You're going to face this problem and you're going to face that problem. You've got to put yourself in their place because we've built them up with problems and when they get to their classroom, that's what they're looking for. A bunch of kids with knives or weed or something.

What do you do to improve the image of vocational technical at a community college or at a high school or at a junior high school? I think the case that you are claiming should come out of your programs with something along this line or it should be a part of it, as it is important. For one thing, in our situation, ours are all mixed. We mix in many many ways. They belong to the students senate, they go to dances, they go to barbeques, to whatever that is going on at the college, they have an activity pass.

Nobody knows who's vocational technical and who's academic. I've heard many parents tell me, my son is going to college and this is what I want to hear. Whether he is taking a two-year electronic program, data processing, LVN, or whatever it is, I like to hear that, my son is going to college.

Now, what do you tell the people who are going to be working in the high schools and the junior high. Probably the most successful programs that I've seen, that I've had experience with, are high school principals and junior high school principals, particularly the working, the cooperative programs, because this puts money in their pockets and kids like that just like anybody else, any kind of kid, minority, majority, purple or yellow or whatever color. Money in the pocket is very important. I think you should get one thing changed at the high school level. We've made the separation too wide. This business of the free college curriculum and the vocational curriculum. I've seen schools that have ten tracks and I don't know how many tracks and I don't know how they're able to tell a student that you belong in this track and be so positive about it, I don't know. But you know the history of putting minorities in vocational technical. Because of lack of confidence, lack of expectation, put them in vocational. Well, I think you can attract the other kind of student also. If we go back to the high schools and say yes, you can be in vocational technical, you can be in anything and still go to college and we experience this. We've had valedictorians who are distributive education students, we've had salutatorians who are industrial cooperative training students. It's possible, I think it is a real real damaging thing that we do to kids when we tell them you have free college and you have vocational and therefore you don't qualify for the national honor society, you don't qualify for honors, you don't qualify for scholarships, etc, etc. So I think this image thing is very important. The study done by the University of Houston, I would like for you to get a copy of it. It has some very good revealing information and it is titled "Mexican-American Youth in Vocational Education in Texas". One of the things they talk about is the image, the image that we have given vocational technical. The negative image is encountered in every sector of the minority community and can be found among students themselves. Questionnaires that they have administered to the students, both the vocational education students and nonvocational education students had a very low opinion, not only of vocational technical but of themselves. They had been brainwashed also that to be in vocational technical meant several things, (1) that you probably couldn't read very well, (2) that you probably were a member of a minority, (3) that you could not go to college, and numerous negative things. The kids believed this themselves. I think that is something you have to wipe out. I think you've got to get these people you're sending out, sending out to teach vocational technical courses, to take the total student into consideration. Not so much the skill as to how well you weld, how well you sew, or how do you sell, or how do you pipe or whatever it is, as much as what is this student about. What are the things that he wants to do? Teachers, all of us were taught, are famous for being concerned about real important matters such as when is our off period? How many classes do I teach? How many in the class? What is the budget like? When do I have duty? And things like that. But I think we'd better send these people out with a different attitude. What does the student like? What does he think about what's going on in the classes? Instead of just thinking about ourselves, our salaries, our contracts and all of this. How do they feel about the classes? I think we've got to send them out with that attitude, in what these students are going to face are human. They can not change them overnight as I found out when I went to teach out in the country as a 19-year-old kid and they started telling me stories in class about me acquiring a lot of middle class ways when I went to the University of Texas. You know my getting into their social life, my trying to make them into middle class, their language. This is another situation, trying to change their language. Lend me the color red, the past tenses, I didn't you, what did you brought, I didn't went, and all this kind of thing. I thought I ought to change them overnight and make them experts in grammar. I think you are going to have to send these people out with the attitude of accepting them where they are and accept their language, perhaps try to help improve it, yes, but don't chastise them, don't embarrass them just because they don't speak the language we do. Another thing that was mentioned this afternoon is that we need to appraise college presidents, superintendents, board members, etc. on what vocational technical is all about. Maybe perhaps, talking about the image again we should change the name, we have career education now, we use the word technical a lot, people like it, for some reason they think it's a real good name. We need to bring these people in and tell them what it's all about. Perhaps you people connected with HEW, if you tell them there's money, they'll be here. Which incidently is the reason I'm here. We've done pretty well with our share. I've hauled tamales to Washington and I've hauled grapefruit to Austin and things like that. It's all part of the job. We do need to appraise college presidents, superintendents, etc. of what can be done through vocational technical because I'm afraid some of them don't believe it. I don't think we're going to have any trouble appraising some of the four-year colleges, and this is not really a dig, because many of the colleges are dying and they're going to have to do something about meeting the needs of the community. I think we would have died down there if we hadn't gone out to the public.

Now, how do you get some of these programs out to the community. I think the last time we talked about advisory councils, putting minorities into advisory councils, etc. It's not as simple as we think it is. I think if we're going to send these people out to the community, maybe we ought to take them and see what a good advisory council does. We have a bunch of new programs we're bringing in; firemen, tax assessors, collectors, and all kinds of new programs to the campus. This is the way the reporter who came to our campus perceived our efforts. He said, "How did this come about?" The fact that you're going to train firemen, you're going to train this, you're going to train that. I said because they came to us or we went to them or something or other, but somehow or other we got the message that they wanted training so we went up to the state level. They are very flexible and very generous and they said yes, they'd support our proposal.

So we implemented the program. I think you're going to have to tell these people to get out into these communities and find out what it is that they want.

The future, as we said of vocational technical, is very very bright. We have come in at a very very good time. Funding is improving tremendously. I think maybe I've already told you or maybe Mr. Browning has because he knows a lot more about it. Although I'm a pretty good hound and I smell pretty well so far wherever the green stuff is, because there isn't a heck of a lot down there where we live and we've got to go out and look for it somewhere. But the Vocational Education Act of 1965 has been holding hearings. It expires June 30 and everybody is behind it. I was notified that when I wrote the material, I didn't say which president appointed me to the National Council of Education Profession Development at a recent appearance that I made. It was in Mexico. They're very formal over there, they'll read all your life history before they introduce you. When he came to that one, we were reviewing ahead of time and he said, "Who appointed you to this council?" I said, "President Nixon." He said, "We'll not mention that." But nevertheless it is a powerful council. It is a council that was established when EPDA was passed. The only thing we have been able to sell, folks, out of that what's left of it, is the vocation training part. We cannot sell to the Congress anymore, and we have tried, the need for training teachers in general anytime. The most recent year for any of the studies done in Washington all reflect a surplus of teachers except in vocational technical or fields under that, maybe math in some area, etc. So vocational technical is very much in, in Washington. I don't think there is going to be any problem there. The American Vocation Education Association in Washington is very popular. They're behind it. All the Congressmen are behind it. So the future is bright. The funding is going to be there and I think there will be EPDA money available. In my opinion, if you don't know all these things in financial aid, you should learn them, particularly BEOG. This is the Basic Education Opportunity Grant which every disadvantaged student is entitled to regardless of anything else that he might get, scholarships, loans or anything. Every student is entitled to the BEOG. I think the kids you send out ought to know that because actually the vocational teacher can be very helpful in helping the student make the transition particularly if he knows where money is available. Every student is entitled to this. All he has to do is fill out the forms. It is available at all the high schools and it is available at all the colleges. This year I think the average grant goes up to $[illegible]00.00. All you have to do is to present the form when you are enrolling in school. I think this is a big help. This is not the total package. But I think the students that you sent out should know about financial aid because the students we deal with are going to need financial aid to go and do post secondary education. In community colleges 44 percent of the students of 1973 registered initially for occupational training in a community college. Ten years ago only 13 percent and I bet you in 1975-76 it will be above 50 percent. The days when we majored in history and science, etc. may be over for awhile because the students are very much aware now of where the jobs are. So the future is bright. I think as you sit here today, as far as your speaker is concerned, there is a lot of encouragement. We're very encouraged here in Texas because we get a lot of support and we think we are going to get there.

I think I've overspent my time but again thank you for inviting me here. It's been a pleasure. Good luck to everybody.

# Program Development Workshop

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VENUS Velvet 3883

# REFERENCE LIBRARY FOR PROPOSAL WRITERS

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# GLOSSARY OF TERMS RELATING TO CONTRACTS AND GRANTS

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Accountability: Responsibility for a specified performance, outcome, result.

Authorization: Basic substantive legislation enacted by Congress which sets up a federal program or agency. Such legislation sometimes sets limits on the amount that can subsequently be appropriated but does not usually provide budget authority.

Awards, methods of: (1) Open bid: RFP or prospectus is publicly announced and/or distributed. Respondents submit "solicited" proposal (see definition below). (2) Sole source award: A non-competitive offer to submit a proposal, made by the funding source to a uniquely qualified individual or organization (solicited proposal results). (3) Request for qualified sources: Offers are sent to previously identified individuals or organizations to submit a proposal (solicited proposal).

Budget: The estimated cost of performance of the project as set forth in the Notification of Grant Award or contract.

Budget Authority (Appropriation): Authority provided by Congress, which allows federal agencies to incur obligations to spend or lend money. The budget authority appropriated for a fiscal year is sometimes more than the obligations or outlays within that year due to the long-range nature of some programs (particularly construction projects). There may be unspent budget authority carried over from prior years earmarked for specified purposes. This money is not available for new programs.

Contract: The procurement of a service to perform a specific activity where the funding source (federal agency) has already identified a need, has determined the type of program needed to meet this need, has described the actual format for the service or activity desired, has determined the expected outcomes for the project, has selected an acceptable cost range, and knows the length of time required to complete the program. The funding agency exerts management control over the recipient. (Many federal agencies blur the distinction between a contract and a grant -- see "grants" below).

Contracts, types of: (1) Cost plus fixed fee: specifies the fixed fee for performance, plus specified allowable additional costs, i.e., overhead, travel, etc. (2) Fixed price (or fixed fee): guarantees specified payment for performance of specified tasks within a specified period of time. (3) Guaranteed performance: grantee (contractor) guarantees the results of his services (or activities, or program) in specific behavioral terms. Payment is made only if results are met. (4) Retainer: minimum fee established for minimal services -- usually designated by number of man-hours or man-days within a specified period of time. Additional time demands require separate contract negotiations. (5) Open-Ended: like a fixed fee contract -- the difference being that further related activities, as yet unspecified, are anticipated. Usually entered into in exploratory stage of an idea, to determine whether further work is needed (prefeasibility studies). If additional work is undertaken, a new contract is negotiated usually on a "sole source" basis.

Direct Costs: Expenses which can be itemized and for which vouchers or payroll records can be presented for payment. They include salaries and wages, fringe benefits, supplies, travel, communication, equipment, computer, rentals, printing and duplication, etc.

Employee benefits (Fringe benefits): Differ with each employing agency but generally include retirement, social security, health benefits. The business office of your agency can provide the percentage of salary to be used in computing this amount. Usually a direct cost.

Evaluation: An appraisal of an activity seeking to measure the extent to which the activity or program attained the objectives set forth. (1) descriptive: describes the situation or program as it appears at a given point in time, rather than attempting to establish cause. (2) formative _________: starts with establishing the objectives of the activity; continues during the entire course of the activity, providing on-going data (feedback) for decision-making, including revision of the objectives initially established. (3) external __________: (sometimes defined as "third-party"). Conducted by individuals who are not directly involved in the process, procedure or program being evaluated. (4) internal __________: the process used by personnel responsible for the operation of a program to determine the degree to which it has fulfilled its stated objectives.

Fiscal Year (FY): Year running from July 1 to June 30 and designated by the calendar year in which it ends. For example, FY 74 covers the period July 1, 1973 - June 30, 1974.

Grant (Contract) Period: The period of time specified in the Notification of Grant Award or contract award during which costs may be charged against the grant or contract.

Grantee (Contractor): The agency, institution, or organization named in the grant or contract as the recipient.

Grants: A formal gift of money executed for a designated purpose, (usually experimental, research or demonstration), where all the factors related to "contracts" (need, format, outcomes, cost, time) are not fully determined. Often, the idea for the grant is proposed by the agency or individual writing the proposal. The grantee has management control over the use of the funds, the methods to be used and a more flexible timetable. (Many federal agencies blur the distinction between a grant and a contract -- see "contracts" above).

Grants or Contracts Officer: The federal agency employee who is authorized to execute and is responsible for the administration of the grant or contract on behalf of the Government. He/she is the only person authorized to approve amendments to the contract or grant; such authorizations are effective and binding only when in writing.

# Glossary of Terms Relating to Contracts and Grants

Guidelines: Following publication of "priorities" in the Federal Register, each agency re-publishes those priorities in the form of detailed "Guidelines" for use by institutions or organizations in applying for funds. (See "priorities" below).

Indirect costs (Overhead): These are real costs, defined as general expenses necessary for project operation, which are difficult to itemize on a project-by-project basis, such as business office services, physical plant operation, and library. Federal agencies allow applicants to use an indirect cost percentage rate to compensate for these expenditures. This rate varies from agency to agency and negotiations on indirect cost rates are usually handled by the business staff of the applicant organization.

Letter of intent: Sometimes required by an agency before they will accept a complete proposal document. This letter usually contains a description of the proposed project, an estimated budget, and information on the applicant. The purpose of this requirement is to allow the funding source to screen out ineligible applicants or projects not consistent with the program's priorities and format. This screening saves considerable time for both the federal agency and the group planning to submit a proposal. In some cases, the federal agency also wishes to determine in advance the number of completed proposals they can anticipate and thus do some preliminary planning about the use of their own personnel and funds. In addition, such a letter guarantees the funding source an opportunity to make comments and suggestions on a program idea before a completed application is submitted.

Management processes: Once a contract or grant has been awarded, the receiving agency is responsible for effective and efficient program and fiscal management. Management processes are the means by which management of the overall project is carried out, and includes planning, operation, fiscal administration, decision-making, evaluating, and staff descriptions, recruiting, and selection.

Matching contribution: Cash contributions or "in kind" support (travel costs, personnel services, overhead, space) provided by the grantee in support of the project. The required extent of this participation is set by the funding agency, usually as a percentage of the funds provided by the sponsor.

Needs assessment: A survey and analysis of needs for the proposed program. Might include: (1) symptoms; (2) causes; (3) description of population; (4) related research; (5) attempted solutions; (6) capability of the institutions to implement and/or continue the activity.

Obligations: Commitments made by federal agencies (or other organizations) to pay out money for projects, services, or other purposes -- as distinct from the actual payments. Obligations incurred may not be larger than the budget authority (appropriation), or grant award.

Outlays (Expenditures): All payments made during the fiscal year.

# Glossary of Terms Relating to Contracts and Grants

**Priorities**: Each federal agency develops annual program plans which include objectives and primary areas of emphasis. These areas of emphasis are called priorities and the agency awards contracts or grants for projects which most closely relate to those priorities. Each federal agency must publish, in the Federal Register, the priorities for its programs; included will be a statement of its general interest, the specific population to be served, the deadline for applications and the type of proposal document to be submitted. (See also "Guidelines" above).

**Project Director (Principal Investigator)**: The person responsible for directing and managing the project of the Grantee (Contractor).

**Project Officer**: The federal agency employee who is responsible for the technical (content, program) monitoring of the project of the grantee (contractor) as representative of the Grants (Contract) Officer. (See "Grants or Contract Officer" above).

**Proposals**: (1) RFP (Request for Proposal): Lists the type of qualifications needed, gives details on the program to be funded, and specifies the types of information interested institutions must submit in order to be considered for the award. (If you want to get RFP's from specific agencies, call the Procurement Office of that agency and ask for a "Bidder's Mailing List Application") (Form #129). (2) Solicited ________: requested by the funding source because it has originated the program idea or because the proposed subject is consistent with its major program priorities. (See "Awards" above). (3) Unsolicited ________: idea for the program originates with the submitting agency. It may or may not be relevent to the priorities of the potential source of support. (See "priorities" above).

**Sponsored project**: A specific activity or program financed by funds other than those of the regular budget of the agency administering the project. Usually this means programs financed through awards from federal agencies or private foundations.

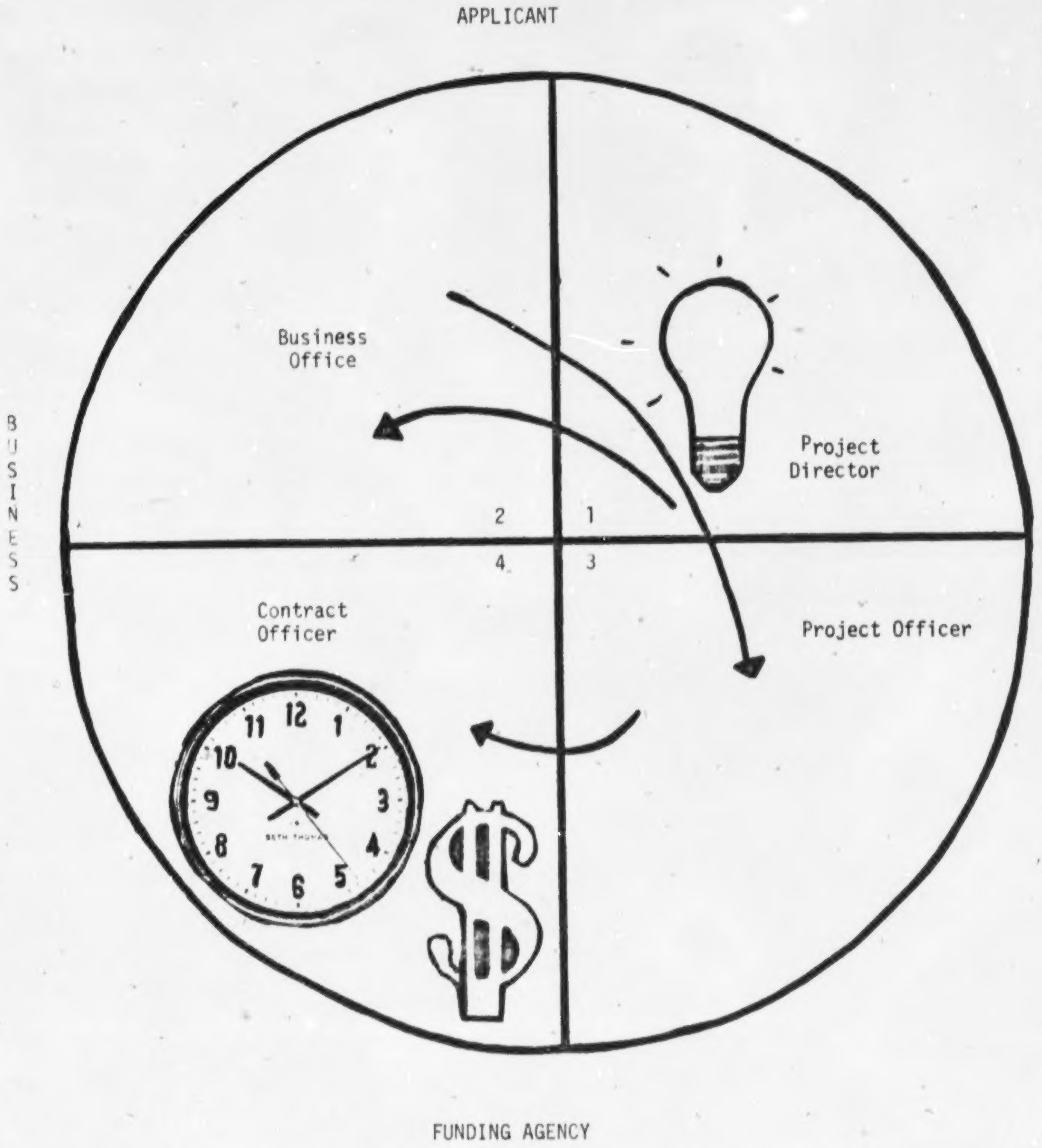
**Staff**: Personnel of an organization, from professional to custodial, who have assigned functions to carry out the purposes and objectives of the program.

**Supplemental funds cost sharing)**: Participation by the grantee in the costs of the project. (See "matching contributions" above).

**Terms and Conditions**: Document(s) incorporated in every contract or grant which set forth the specific federal laws and regulations which govern performance and administration of the project. Usually included are paragraphs relating to: project scope, cost limitations, accounts and records, payment procedures, reports, printing and duplicating, termination, application of state and local laws and institutional procedures, copyright and publication, patent rights, travel, equipment, sub-contracting, health and safety standards, compensation, labor standards, equal employment, consultants, clearance for forms, investment and grant related income, changes in key personnel, animal care, and so forth. Some items are special and unique to a particular project; most items are general and apply to all contracts/grants.

11/6/73

# THE PROPOSAL PROCESS


APPLICANT
BUSINESS
Business Office
Project Director
1
2
3
4
Contract Officer
Project Officer
11
12
1
10
2
9
3
8
4
7
6
5
FUNDING AGENCY

THE FOUNDATION LIBRARY CENTER

## SUGGESTIONS FOR PREPARING A PROPOSAL TO A FOUNDATION

Initial inquiry should be made by a letter to the foundation, including a concise summation of the proposal, the estimated cost, and a copy of the organization's tax-exemption letter from the Internal Revenue Service.

If preliminary study indicates that the proposal may fall within the foundation's current field of interest, the foundation may request a formal application, including the following information:

1. Brief summation of the organization, its purpose, date of establishment, board and staff, budget, program, and past accomplishments. Why applicant is better equipped and staffed to achieve desired results than others in its field.
2. The proposal and what it seeks to achieve. Its national or regional impact.
3. Overall financing of the project. Other individuals or organizations supporting this or related proposals. Others whose support has been requested, whose support may be requested, or who have declined to assist.
4. Can evidence be presented that public or private organizations are not already actively pursuing the same, similar, or closely related projects?
5. The expected duration of the project, and of the need for support.
6. The names of informed persons independent of the organization and its leadership, who may be consulted on this project.
7. Any previous contact with this foundation.
8. Copies of last annual report, last audit report, or if none are issued, a statement on income, expenditures, and programs for the past year.

## OUTLINE FOR PREPARING

## A NON-TECHNICAL PROPOSAL TO A FOUNDATION*

1. Statement of the Problem or Need -- interesting and exciting -- grab the reader! Relate to a larger problem. State how your project can help the problem.

2. Objectives of the Project -- what you hope to accomplish. Delineate objectives and relate to problem.

3. Related Research -- Other research your institution has done that relates to problem and this project; relate your proposal to work done by yourself and others; contribution to field and benefit to society.

4. Description of the Project -- who, what, where, when, why and how of project. Research design methods, procedures, samples, equipment, analysis, time schedules, outcomes.

5. Personnel and Institutional Qualifications -- education, experience and competence of principals; brief description of institution.

6. Financial Need -- how much you want and why. How much you will contribute; how much you have already invested. Who else supports the idea.

7. FUTURE PROSPECTS -- reiterate the theme; show benefits to institution and society.

8. BUDGET -- MOST IMPORTANT PART OF PROPOSAL -- Realistic? Feasible? Reasonable amount of detail -- personnel, material, administrative support, travel, conferences, consulting fees, in-kind support, etc.

9. Review by someone else who knows the subject and is a good writer.

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Adapted by John H. Buskey from J.R. Taft, President, The Taft Corporation, Washington, D.C.

# WORKSHEET FOR PREPARING A PROPOSAL DRAFT

## 1. THE PROBLEM

State the problem precisely and clearly.

Describe the sources you will use to document the problem.

Write a statement connecting your organization with the needs with which you propose to work.

Demonstrate that it is realistic to remedy the problem within the proposed time and with the requested funds.

## 2. PROGRAM PARTICIPANTS

Demonstrate that the participants in the program are the people affected by the problem.

Describe how the participants will be selected.

## 3. OBJECTIVES

Give specific, measurable outcomes which will relieve the problem described.

State the difference you expect to see at the end of the program. Show that it is realistic to expect these outcomes.

## 4. PROGRAM DESIGN

Describe the procedures, methods, activities you will use to achieve the objectives.

Describe the reasons for choosing these methods.

Develop a time frame.

Describe the involvement of cooperating agencies.

Describe the facilities to be used.

5. ADMINISTRATION

Describe the personnel to be involved; the selection criteria and procedures.

6. EVALUATION

Describe the procedures to be used; the personnel responsible; the indicators of success.

7. BUDGET (worksheet attached)

8. FUTURE FUNDING

Present a plan to maintain the program after the grant period.

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PROPOSAL SUMMARY (ABSTRACT) This will appear on the cover sheet of a federal grant application form or as a cover letter when applying to a foundation. It should describe:

a. who you are
b. scope of the project
c. projected cost

INTRODUCTION This should focus on the credibility of your organization and staff. You should demonstrate a connection between the interests of your organization and those of the funding source.

# WORKSHEET

| OBJECTIVE | PROGRAM DESIGN | PARTICIPANTS | STAFF | EVALUATION | COSTS |
|---|---|---|---|---|---|
| | | | | | |

# BUDGET WORKSHEET

## A. DIRECT COSTS

1. Personnel Salaries

| | | | Total | |
|---|---|---|---|---|
| Number | Job role | %time on project | Matching<br>Supplementary<br>Volunteer | Requeste |

2. Personnel fringe benefits

3. Consultants and contract services

4. Space costs Donated Requeste

5. Rental, Lease, Purchase of equipment

6. Supplies
    a. printing, reproduction
    b. Instructional materials
    c. Subscriptions

7. Travel
    a. staff travel
    b. participant travel
    c. consultant travel

8. Communication costs
    a. telephone
    b. postage

## B. INDIRECT COSTS

a. an agreed upon percentage of total direct costs OR

b. the audited indirect cost rate (a percentage of salaries and fringe benefits only.